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ABSTRACT

The American public continues to be concerned about crime in schools and the safety of students. This report is the first to focus on data collected by the 1999 School Crime Supplement (SCS) to the National Crime Victimization Survey. Following the introduction and background, nine chapters report and provide statistics on various facets of school violence and safety: (1) "Students' Reports of Criminal Victimization"; (2) "Students' Reports of Alcohol or Drug Availability at School"; (3) "Students' Reports of the Presence of Street Gangs at School"; (4) "Students' Reports of the Presence of Guns and Weapons at School"; (5) "Students' Reports of Hate-Related Words and Hate-Related Graffiti at School"; (6) "Students' Reports of Bullying at School"; (7) "Students' Avoidance of School, Classes, and Extracurricular Activities"; (8) "Students' Reports of Fear of Victimization at School and Traveling to and from School"; and (9) "Students' Perceptions of School Environment Before and After the Columbine Shootings." A conclusion summarizes the preceding nine chapters. The report ends with tables of estimates and standard errors. Appendices contain technical notes and a description of methodology, references, glossary of terms, and 1995 and 1999 SCS questionnaires. (Contains 82 references, 51 figures, and 46 tables.) (RT)

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National Center for Education Statistics

Are America's Schools Safe? Students Speak Out:

1999 School Crime Supplement

Statistical Analysis Report

U.S. Department of Education
Office of Educational Research and Improvement
NCES 2002-331

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Are America's Schools Safe? Students Speak Out:

1999 School Crime Supplement

Statistical Analysis Report

November 2002

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Office of Educational Research
and Improvement
NCES 2002-331

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Executive Summary

The American public continues to be concerned about crime in schools and the safety of students. In part, this concern has been shaped by highly publicized acts of extreme school violence, which have intensified the attention placed on student safety. To obtain a more complete picture of the prevalence of school violence and the safety of students in American schools, it is important to collect data to permit these issues of school safety to be studied. The School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) is one measure of the prevalence of criminal victimization at school and students' perceptions of their school environment. The SCS has collected data on school crime and related topics concerning the school safety of 12- through 18-year-old students in 1989, 1995, and 1999. This report is the first to focus on data collected by the 1999 SCS.

Key Findings

Criminal victimization at school

- In 1999, 12.2 percent of students ages 12 through 18 reported experiencing any violent or property victimization at school in the previous 6 months. Specifically, 4.0 percent of students reported experiencing violent victimization at school and 7.7 percent of students reported property victimization at school.
- Students who reported the presence of street gangs at school were more likely to experience any violent or property victimization at school (18.4 percent) than those who did not report gang presence (10.8 percent).
- Those who reported knowing another student who brought a gun to school were more likely to report any victimization at school (20.1 percent) than those who did not know such a student (11.6 percent). In addition, 24.3 percent of students who reported actually seeing another student with a gun reported being the victim of any crime at school, compared to 11.9 percent of those who did not see such a student.

Characteristics of criminal victimizations at school

- In 1999, most victimizations that occur at school to 12- through 18-year-olds were not reported to the police (88.3 percent). Of those that were not reported to police, the most common reason given for not reporting the incident was that it was reported to a teacher or other school official (37.2 percent).
- There were no differences detected in the rates of victimizations occurring in classrooms, hallways or stairwells, and bathrooms or locker rooms.

Availability of alcohol or drugs at school

- In 1999, 36.9 percent of 12- through 18-year-old students reported that drugs were available at school and 20.2 percent of 12- through 18-year-old students reported that alcohol was available at school.

- Twelve- through 18-year-old students from households with incomes of $50,000 or more were generally more likely than students from households with incomes of less than $7,500 to report that drugs (41.0 percent vs. 22.8 percent, respectively) and alcohol (23.6 percent vs. 10.4 percent, respectively) were available at their school.
- Suburban students (39.5 percent) were more likely than urban students (33.7 percent) to report drug availability at school. Both suburban (21.6 percent) and rural (23.0 percent) students were more likely than urban students (15.1 percent) to report alcohol availability at school.
- Those students who reported the presence of street gangs at school were more likely to report that drugs and alcohol were available at their school than those who did not report gang presence (for drugs, 62.9 percent vs. 31.6 percent, respectively; for alcohol, 33.1 percent vs. 17.8 percent, respectively).
- Approximately 34.8 percent of students reported that marijuana was available at their school. This was higher than the percentage reporting the availability of alcohol (20.2 percent), crack (13.4 percent), other forms of cocaine (12.0 percent), uppers/downers (15.5 percent), LSD (10.7 percent), PCP (6.4 percent), heroin (6.7 percent), or other drugs (4.4 percent). Of students who said marijuana was available, 79.3 percent reported that it was easy or fairly easy to obtain marijuana at their school.

Presence of street gangs at school

- Student reports of the presence of street gangs at school dropped from 28.4 percent in 1995 to 17.3 percent in 1999.
- In 1999, Hispanic (28.3 percent) and Black, non-Hispanic students (24.7 percent) were more likely to report the presence of street gangs at school than were White, non-Hispanic students (13.1 percent).
- While students from urban households (25.1 percent) were more likely than their suburban (15.8 percent) and rural (11.1 percent) counterparts to report the presence of street gangs at school, the percentage of students from urban areas reporting gang presence decreased from 40.5 percent in 1995 to 25.1 percent in 1999.

Presence of guns and weapons at school

- A very small percentage of 12- through 18-year-old students (0.3 percent) reported bringing a gun to school for protection in the 6 months prior to the interview. A larger percentage of students (1.5 percent) reported bringing any weapon to school for protection.
- Students who reported violent victimization at school were more likely to report bringing a weapon to school for protection. In 1999, 3.6 percent of students who experienced violent victimization and 3.9 percent who reported being bullied at school also reported bringing a weapon to school, compared to 1.4 percent who did not experience violent victimization and 1.4 percent who did not report being bullied.
- Fewer students reported knowing or seeing another student with a gun at school in 1999 than in 1995. In 1995, 12.7 percent of students reported knowing another student who brought a gun to school, compared to 7.5 percent in 1999. In 1995, 5.3 percent of students reported seeing another student with a gun at school, compared to 2.8 percent in 1999.

Presence of hate-related words and hate-related graffiti at school

- In 1999, 13.2 percent of students reported being called a hate-related word at school. Black, non-Hispanic students (16.5 percent) were more likely than White, non-Hispanic (12.6 percent) or Hispanic (12.1 percent) students to report that they had been called a hate-related word at school.
- Approximately 36.3 percent of students reported seeing hate-related graffiti at school. Reports of hate-related graffiti varied by gender (38.9 percent of females vs. 33.8 percent of males) and by school type (38.0 percent of public school vs. 20.6 percent of private school students).

Prevalence of bullying at school

- In 1999, 5.1 percent of 12- through 18-year-old students reported that they were bullied at school during the past 6 months.
- Students in lower grades were more likely to be bullied than were those in higher grades. In 1999, 10.5 percent of 6th-graders reported being the victim of bullying compared to 1.2 percent of 12th-graders.
- Student reports of experiencing bullying at school were similar regardless of the presence of security measures such as security guards, staff hallway monitors, and metal detectors at the school.

Prevalence of avoidance behaviors by students

- Very few students engage in avoidance behavior due to concern that someone might harm them. In 1999, 2.3 percent of students reported that they avoided school, 0.6 percent of students reported that they avoided class, and 0.8 percent of students reported that they avoided participating in extracurricular activities during the 6 months prior to the interview.

Prevalence of fear at school and while traveling to and from school

- In 1999, 5.3 percent of students reported that they feared being attacked or harmed while at school while 3.9 percent feared harm while traveling to and from school.
- Students who had experienced any victimization at school were more likely to fear being harmed at school (13.4 percent) than those who had not been victimized (4.2 percent). In addition, 7.7 percent of those who had been victimized reported fear while traveling to and from school, compared to 3.4 percent who had not been victimized.
- Students who had experienced bullying at school were also more likely to fear being attacked or harmed at school than those who did not (27.5 percent vs. 4.1 percent, respectively). Approximately 11.6 percent of students who reported being bullied also responded that they were fearful while traveling to and from school compared to 3.5 percent who had not been bullied.

Students' perceptions before and after the Columbine shootings

- Students who were interviewed after the April 1999 shootings at Columbine High School were more likely to report fear of harm or attack at school (6.3 percent) than those interviewed before the incident (4.8 percent). Students reported similar levels of fear while traveling to and from school and outside of school after the incident as they did before.

- After the shootings at Columbine High School, students were more likely to report knowing another student who brought a gun to school than before (6.7 percent before vs. 9.0 percent after). Before the date of the Columbine incident, 2.4 percent of students reported actually seeing another student with a gun at school, compared to 3.6 percent afterward.

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Introduction and Background

A great concern for many Americans is the safety of children in the nation's schools. In addition to the concern for student safety, parents, teachers, and the public in general realize that a safe school environment facilitates students' ability to learn. Incidents of extreme school violence such as that which occurred in 1999 at Columbine High School in Littleton, Colorado, prompted schools nationwide to re-examine the safety of their students, staff, and schools. Many schools implemented specific types of security (such as requiring identification badges and installing security cameras) or created specific safety plans for emergency situations (Walsh 2001).

In part because of this heightened concern about student safety as well as the publicity surrounding extreme acts of school violence, it is important to measure the extent and nature of school crime and safety from many perspectives. The perspective presented in this report is that of students. Students are concerned about school safety issues, especially violence. In fact, in response to a 1999 survey, a majority of 7th through 12th graders believed that violence was a factor in their fellow students leaving school (Louis Harris and Associates 1999).

This report focuses on data collected in the 1999 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The NCVS is an ongoing household survey that gathers information on the criminal victimization of household members ages 12 and older. The SCS is administered to students ages 12 through 18 in these households. It covers topics pertinent to school crime and other forms of victimization at school, such as bullying and use of hate-related words, as well as topics associated with victimization, such as avoidance behavior, fear, and weapon carrying at school. In this report, victimization is presented in terms of prevalence as opposed to counts of events. In other words, the report focuses on the percentage of students who have been victimized one or more times in the 6 months prior to the interview.

This is the third time the SCS has been fielded. Prior data collections occurred in 1989 and 1995. To put some of the 1999 estimates in context, they are compared to selected findings from the 1995 SCS.[1] While these particular comparisons are for two time points 4 years apart, 1995 and 1999, readers should not assume that the estimates represent a continuous trend between the two time points. In fact, if estimates were available for the intervening years, many fluctuations might have been seen.

The 1989, 1995, and 1999 SCS surveys were fielded in January through June of their respective years to nationally representative samples of approximately 10,000 students. Eligible respondents to the supplements were between the ages of 12 and 18 and attended 6th through 12th grade at some point during the 6 months preceding the interview. New topics covered by the SCS in 1999 include the prevalence of bullying, use of hate-related words, and presence of hate-related graffiti at school.

[1] Due to changes in the SCS instrument, a number of similar topics covered by the three SCS questionnaires cannot be compared. Additional information about these changes is provided in appendix A.

Specifically, this report examines the

- prevalence of criminal victimization at school;
- characteristics of criminal victimizations at school;
- availability of alcohol and drugs at school;
- presence of street gangs at school;
- presence of guns and weapons at school;
- presence of hate-related words and hate graffiti at school;
- prevalence of bullying at school;
- prevalence of avoidance behaviors by students; and
- prevalence of fear at school and while traveling to and from school.

During data collection of the 1999 SCS, the shootings occurred at Columbine High School in Littleton, Colorado. This report also compares the perceptions of students who were interviewed before the shootings on April 20, 1999, to those of students interviewed after the shootings.

These topics are examined in conjunction with student characteristics and school environment characteristics. This report does not discuss all possible comparisons, but focuses on those relationships that previous research has found to be the most salient to each particular issue. In addition, this report only looks at relationships between two variables at a time. These relationships may be complicated by additional variables; however, they are not explored here. Therefore, readers should not draw conclusions about the potential relationships between variables that are not specified in the report.

For a comprehensive list of the variables reported for each issue, readers are referred to the Tables of Estimates and Standard Errors section. When performing tests of comparisons, results are often presented as "similar" in this report. The use of this term is not meant to imply that estimates are the same or equal, but that no statistically significant differences were detected. The comparisons in this report have been tested at a .05 level of significance. See appendix A for further details.

Chapter One

Students' Reports of Criminal Victimization

The 1999 School Crime Supplement (SCS) collected data on two aspects of criminal victimization at school. The first is the prevalence of violent and property victimizations at school. The second is specific characteristics of these victimizations, including those reported to police, reasons why some went unreported, the time of day the victimization occurred, and, for those occurring in the school building, the location at school where they occurred.

Prevalence of Criminal Victimization at School

Previous Research

During the past few years, incidents of school shootings have focused attention on the most extreme forms of school violence. Fatal violence at school, however, is a relatively rare phenomenon (Kaufman et al. 2001; Kachur et al. 1996). Indeed, researchers have found that students are more likely to experience less serious forms of violence at school such as simple assaults and theft than they are to experience more serious forms of violence (e.g., Hanke 1996; Garofalo, Siegel and Laub 1987). Overall, compared with other locations, such as students' homes or neighborhoods, schools remain relatively safe areas for young people (Elliott, Hamburg and Williams 1998).

Even though schools are relatively safe, victimization that occurs at school has broad ramifications for both the individual victim's ability to concentrate and learn and the educational environment (Stephens 1997). These negative consequences for students have led some school psychologists and educators to label school violence as a "serious educational problem" (Cornell and Loper 1998).

Violence at school has been the subject of national study since the 1970s, when the Safe Schools Study was conducted by the National Institute of Education. The Safe Schools Study was a federally funded 3-year study to assess the level of violence and crime in American schools (U.S. Department of Health, Education, and Welfare, 1978). The study provided a substantial amount of information about the nature of school crime. For example, theft was found to be the most common type of school crime (reported by 11 percent of students). In addition, violent criminal offenses tended to be more common in inner-city schools than suburban schools and in junior (as opposed to senior) high schools (U.S. Department of Health, Education, and Welfare, 1978).

More recent studies provide additional details about the nature and characteristics of school violence and its victims. Reports based on data collected in previous School Crime Supplements found that in 1989, 14.5 percent of students ages 12 through 19 reported experiencing any form of victimization at school, and a similar percentage (14.6 percent) reported being victimized in 1995 (Chandler et al. 1998). In 1989, 3.4 percent of students reported violent victimization at school (which includes physical attacks or taking property from the student by force), while a higher percentage (4.2 percent) reported that they experienced such victimizations at school in 1995 (Chandler et al. 1998). As in the 1970s, both the 1989 and 1995 SCS found that more students reported experiencing theft at school than any other type of victimization (Chandler et al. 1998). A national survey conducted by Louis Harris and Associates asked 3rd- through 12th-grade students in 1999 about their school victimization experiences during the past year. Thefts at school were reported by 47.0 percent of the students; being pushed, shoved or slapped at school was reported by 49.0 percent; being kicked or hit with a fist by

25.0 percent; and being threatened with a knife or gun by 5.0 percent (Louis Harris and Associates 1999). Another national survey of secondary school students found that 49.6 percent of students reported a minor theft of items worth less than $1 in the last year. Forty-five percent of students reported theft of items worth more than $1. When asked about more serious personal victimization, 19.1 percent of students reported being threatened with a beating, 11.6 percent were victims of physical attack, 5.5 percent experienced robbery of $1 or more, and 5.0 percent were threatened with a knife or gun (Gottfredson et al. 2000).

Prior research suggests that reports of victimization may vary based on certain student characteristics, including gender, age, grade level, and type of school attended. In several studies, male students were more likely to report criminal victimization at school, especially violent victimization such as assaults (Fitzpatrick 1999; Louis Harris and Associates 1999; Hanke 1996; Nolin, Davies and Chandler 1995). In addition, national studies of secondary school students found that younger students were more likely to be victims of crime (Nolin, Davies and Chandler 1995; Chandler et al. 1998, Gottfredson et al. 2000). In a different national study of 3rd through 12th graders, however, students in upper grades reported similar levels of violent victimization at school as students in lower grades (Louis Harris and Associates 1999). The type of school a student attends has also been linked with the likelihood of reporting victimization. For example, prior studies of 6th through 12th graders found that public school students were more likely to report being physically attacked or being the victim of an assault or robbery than private school students (Nolin, Davies and Chandler 1995; Chandler et al. 1998).

Characteristics of the school environment may be related to students being victimized. These characteristics included knowing people who carried guns to school, carrying guns themselves, and using or selling drugs. For example, Sheley, McGee and Wright (1992) suggested that violent victimization was not random, but rather victimized students had characteristics that put them at higher risk than other students.

The prevalence of student victimization at school has been reported as higher in schools with a gang presence regardless of the students' race/ethnicity or place of residence (Ralph et al. 1995). Analyses of prior SCS data also found that the prevalence of violent victimizations was higher for students who reported street gangs at school (Chandler et al. 1998).

Although recent attention to violence at school has resulted in demands for increased security, the relationship between security measures at school and victimization is not clear. Some security experts advocate the development of extensive school security plans to lower school violence (Trump 1998). Others caution that overzealous use of security and punishment of students may be a possible cause of violence by creating emotional damage and student alienation (Hyman et al. 1997). Sheley and his colleagues' (1992) research of gun-related violence in inner-city schools found no difference in levels of victimization between schools with traditional security measures (such as patrolled hallways and visitor check-in requirements) and those without these measures. In any case, security advocates acknowledge the limits of any particular type of security system and the ability of students to circumvent devices such as metal detectors (Trump 1998).

Criminal Victimization at School

Students responding to the SCS were asked about criminal victimization two different times in the survey. First, as part of the main NCVS questionnaire, students were asked whether they had experienced various forms of criminal victimization during the past 6 months in various locations, including school. Then, as part of the SCS questionnaire, they were asked specifically whether they had experi-

enced an assault, robbery, threat of assault, or theft at school.[2] Thus, the findings reported below rely on responses from both the NCVS and SCS to obtain the prevalence of criminal victimization at school.[3]

This discussion of findings from the 1999 SCS includes the prevalence of two types of criminal victimization at school: violent and property victimization. It is possible for a student to have reported both a violent victimization and a property victimization. In such cases, the student is counted once in each of these categories. However, when reporting the prevalence of any victimization overall, such a student is counted only once, as having experienced at least one violent or one property victimization at school.

As indicated in figure 1 and table 1, 12.2 percent of students ages 12 through 18 reported experiencing any form of victimization at school in 1999. The percentage of students who reported violent victimiza-

[2] For responses obtained through the NCVS main instrument, "at school" includes inside the school building, on school property, or on the way to and from school. In the SCS, "at school" includes in the school building, on the school grounds, or on a school bus. This means that in the SCS a victimization that occurs while traveling to or from school is only included in the definition of "at school" if it took place on the school bus.

[3] This is the first SCS report to rely on responses to both the NCVS main instrument and the SCS to estimate the prevalence of criminal victimization at school. The first study reporting the 1989 SCS data relied only on estimates from the main National Crime Survey (NCS) instrument (Bastian and Taylor 1991), while the report examining the 1995 SCS data relied on estimates from the SCS questionnaire. In that study, in order to allow comparisons between 1989 and 1995, the 1989 SCS victimization data were reanalyzed using the SCS questions instead of those from the NCS (Chandler et al. 1998). For additional information on the different approaches to measuring the prevalence of criminal victimization at school in the 1989, 1995, and 1999 collections, see appendix A.

Figure 1.—Percentage of students ages 12 through 18 who reported experiencing criminal victimization at school: 1999

[1] Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2] Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[3] Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

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tions was 4.0 percent, while that for property victimizations was 7.7 percent.[4] Reports of victimization at school varied by student characteristics such as gender, race/ethnicity, school type, household location, and grade level as well as school environment factors including the presence of gangs, knowing and seeing others with a gun at school, and the existence of school security measures.

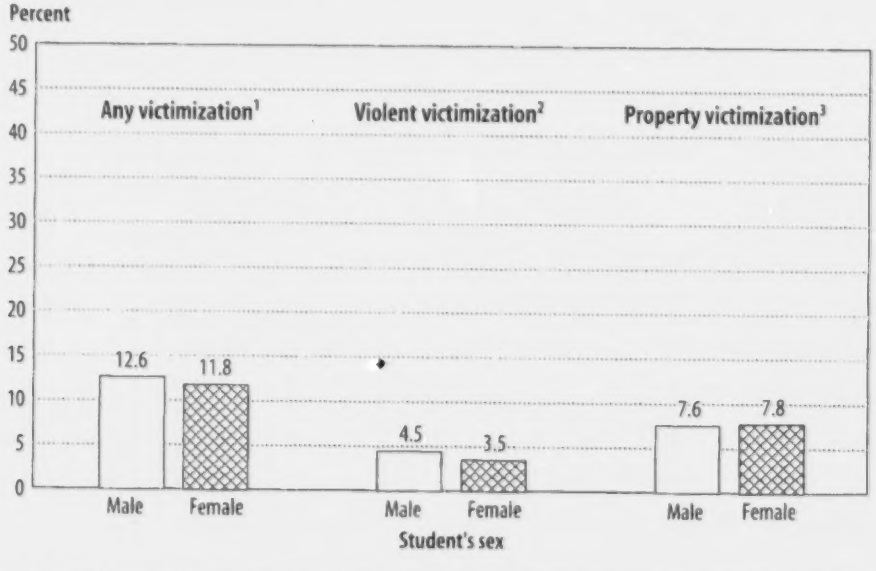
Student Characteristics

The prevalence of any victimization at school was similar for male and female students. Male students (4.5 percent) were more likely than female students (3.5 percent) to report violent victimization at school (figure 2), while male and female students reported similar levels of property victimization at school.

In addition, the prevalence of any type of criminal victimization in the 1999 SCS varied by race/ethnicity (table 1). Overall, Black, non-Hispanic students (17.0 percent) were more likely to report having experi-

[4] For 100 sample cases, students reported that they had experienced a victimization at school in the SCS, but did not provide details concerning what type of victimization they experienced. Thus, these students were included in the count of students experiencing any victimization, but not in the count of students experiencing violent or property victimizations. See appendix A for more information.

Figure 2.—Percentage of students ages 12 through 18 who reported experiencing criminal victimization at school, by sex: 1999



[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

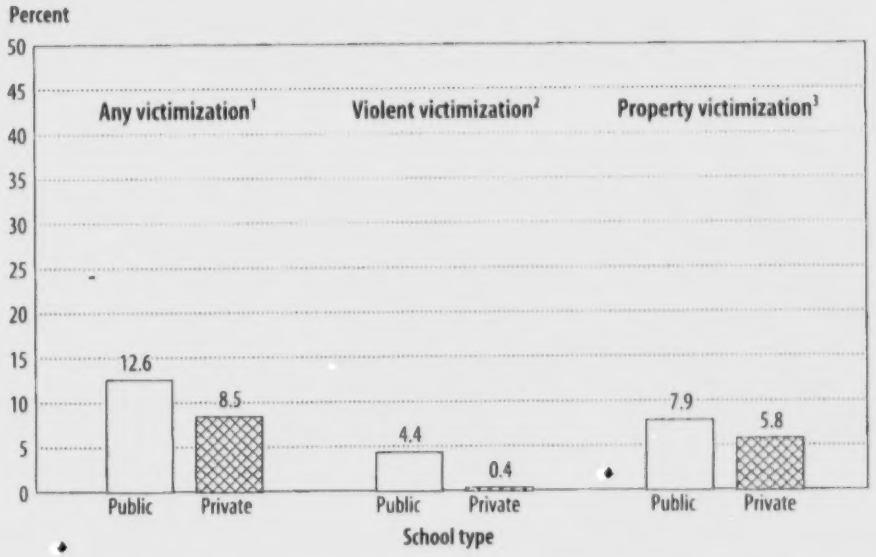
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

enced any form of victimization than were White, non-Hispanic (11.6 percent) and Hispanic (10.0 percent) students. Black, non-Hispanic students (10.8 percent) were also more likely to experience property victimization than White, non-Hispanic (7.5 percent), Hispanic (5.6 percent), or Other, non-Hispanic (6.3 percent) students. However, while Black, non-Hispanic students (5.8 percent) were more likely to report violent victimization than were White, non-Hispanic students (3.6 percent), they reported levels of violent victimization similar to Hispanic and Other, non-Hispanic students (4.0 percent and 3.4 percent, respectively).[5]

Public school students were more likely than those in private schools to report having experienced criminal victimization at school. As shown in figure 3, 12.6 percent of public school students reported experiencing any type of victimization, compared to 8.5 percent of private school students. With regard to specific types of victimization, a similar pattern was found. Public school students were more likely to

[5] The NCVS/SCS classifies students into race/ethnicity categories of White, non-Hispanic; Black, non-Hispanic; Hispanic; and Other, non-Hispanic. The Other, non-Hispanic category includes Asians, Pacific Islanders, American Indians, and Alaskan Natives. For ease of presentation in the remainder of this report, these categories will be referred to as White, Black, Hispanic, and Other, non-Hispanic.

Figure 3.—Percentage of students ages 12 through 18 who reported experiencing criminal victimization at school, by school type: 1999



[1] Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2] Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[3] Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

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report having experienced violent (4.4 percent) and property (7.9 percent) victimization than were private school students (0.4 percent and 5.8 percent, respectively).

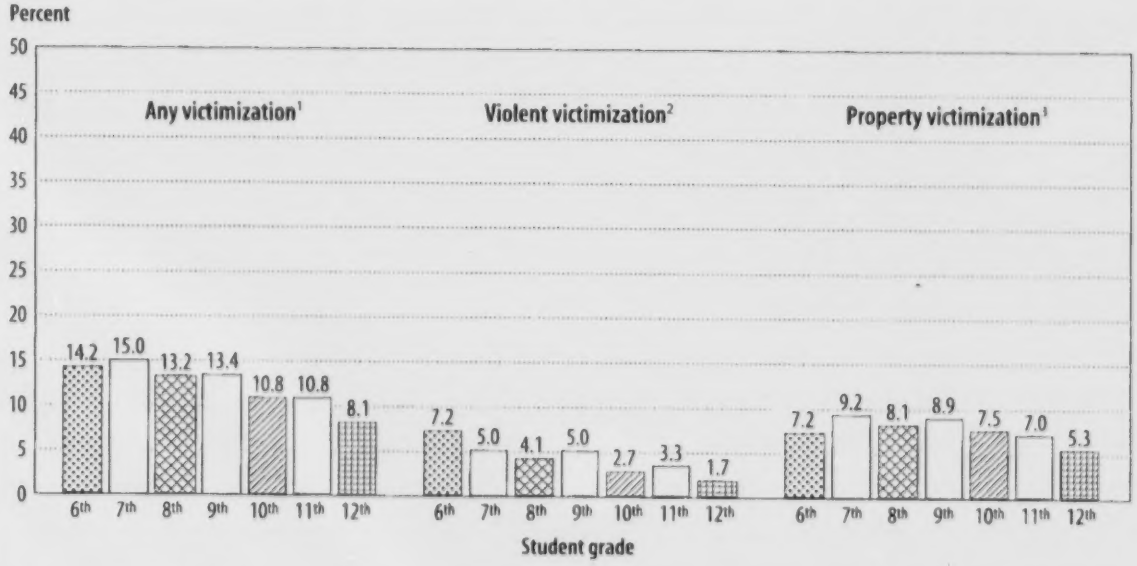
In the 1999 SCS, there were no differences detected among students' reports of experiencing any victimization at school whether they were from urban, suburban, or rural households (see table 1). Similar levels of both types of victimization, violent and property, were reported for these three locales.

Further, students in upper grades were generally less likely than students in lower grades to report experiencing any criminal victimization at school, as depicted in figure 4. This was true for both violent and property victimization.

School Environment

Reports of student victimization also varied by characteristics of the school environment, including varying levels of risky behaviors and the existence of security measures. Figures 5 and 6 show the prevalence of criminal victimization at school for varying levels of risky behaviors, specifically students' reports

Figure 4.—Percentage of students ages 12 through 18 who reported experiencing criminal victimization at school, by grade: 1999



[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

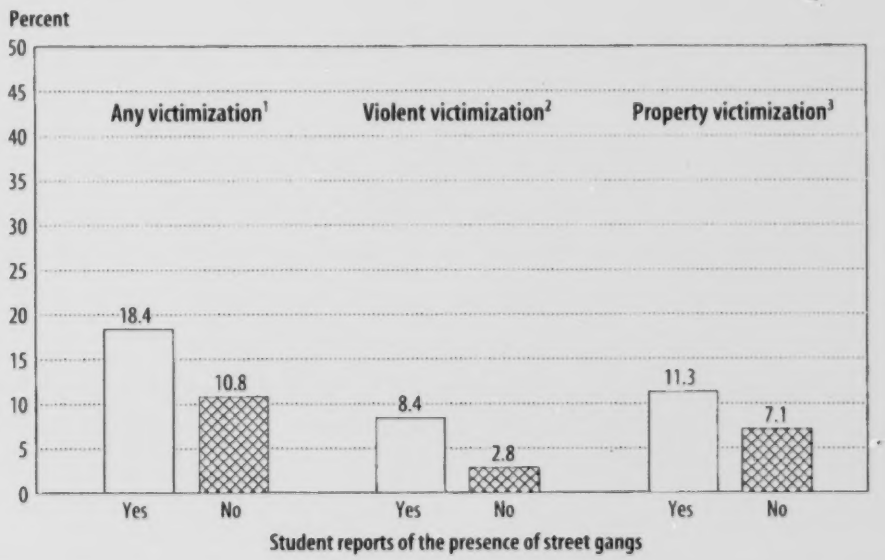
of the presence of street gangs, knowing other students with guns at school, and seeing other students with guns at school.[6]

The 1999 SCS data show that students who reported the presence of any of these behaviors in their school were also more likely to report having experienced any victimization, including both violent and property victimization. First, students who reported that street gangs were present at school were more likely to report having experienced any victimization than were those who did not report gang presence (18.4 percent vs. 10.8 percent) (figure 5). Also, they were more likely to report violent (8.4 percent vs. 2.8 percent) as well as property (11.3 percent vs. 7.1 percent) victimization.

Second, respondents who said that they knew another student who brought a gun to school were more likely to report any victimization than were respondents who did not know such a student (20.1 percent

[6] Students were also asked whether they brought a gun to school. However, because the percent of students who said they did so is small (0.3 percent), the findings are not included in the following discussion.

Figure 5.—Percentage of students ages 12 through 18 who reported experiencing criminal victimization at school, by student reports of the presence of street gangs at school: 1999



[1] Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2] Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[3] Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

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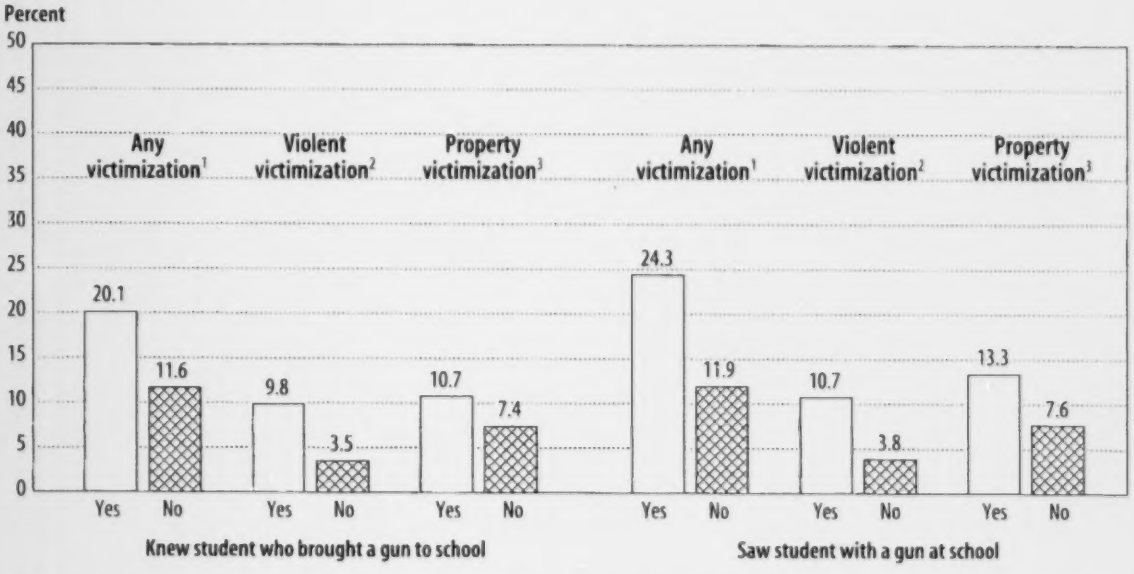
vs. 11.6 percent) (figure 6). They also reported higher levels of both violent (9.8 percent vs. 3.5 percent) and property (10.7 percent vs. 7.4 percent) victimization.

Finally, a similar pattern occurred with reports of seeing another student with a gun at school: those who said they saw another student with a gun at school were more likely to report any victimization than were those who said they did not see such a student (24.3 percent vs.11.9 percent) (figure 6). The prevalence of students reporting violent victimizations was 10.7 percent for those who saw another student with a gun compared to 3.8 percent for those who did not, while the prevalence of students reporting property victimizations was 13.3 percent compared to 7.6 percent (figure 6).

Findings were mixed concerning the presence of security measures and the prevalence of victimization at school. The SCS asked students about the various forms of security at their schools including the existence of security guards, the use of school staff to monitor hallways, and the use of metal detectors. Students who said that security guards were present at their school were more likely to report any victimization at school than were students who said there were no security guards (13.4 percent vs. 11.0 percent) (table

Figure 6.—Percentage of students ages 12 through 18 who reported experiencing criminal victimization at school, by student reports of knowing or seeing another student with a gun at school: 1999



[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

1). While higher percentages were reported for violent victimization (4.8 percent for those who had guards vs. 3.1 percent for those who did not), no differences were found for property victimization. The existence of other forms of security, such as school staff hall monitors or metal detectors, did not make a difference in student reports of any, violent, or property victimization.

Characteristics of Criminal Victimizations at School

In addition to studying the prevalence of criminal victimization at school, it is also important to examine the characteristics of these victimizations, including victimizations reported to police, reasons why they were not reported, the time of day they occurred, and the location in the school building where they occurred.

Previous Research

Research has provided additional details concerning the characteristics of school victimizations, specifically locations in which these incidents occur, types of offenders, and ways in which these incidents are reported to officials. Common locations for school victimization include classrooms, lunchrooms, and hallways or staircases (Lockwood 1997; Louis Harris and Associates 1999). Scholars suggest that, in locations such as hallways, lunchrooms, or bathrooms, the lack of supervision over students provides the opportunity for victimizations to occur (Garofalo, Siegel and Laub 1987).

Research has also shown that school victimizations tend to be committed by offenders who are known to their victims in some way (Garofalo, Siegel and Laub 1987). This finding is consistent with the nature of the school community, especially if both the victim and offender are students. In addition, students tend not to report victimizations to adults. In one study, only 15.0 percent of school crimes were reported to police, while 39.0 percent were reported to another adult, such as a school official (Garofalo, Siegel and Laub 1987).

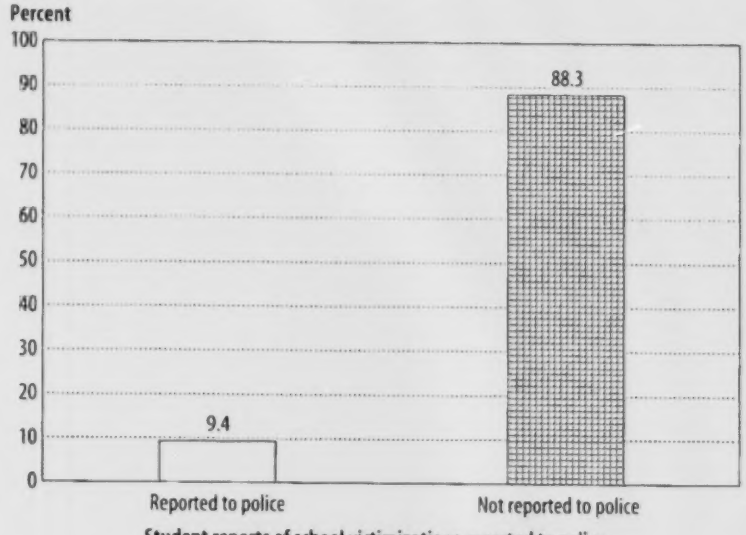
Specific Characteristics of School Victimizations

While the findings presented earlier in this chapter focused on students who reported victimizations, this section examines the characteristics of those victimizations. Utilizing data from the 1999 NCVS,[7] this analysis is based on victimization-level (rather than student-level) data. This means that if a student reported more than one victimization (for example a violent victimization on one occasion and a separate violent victimization on another), these two occurrences are counted as two different violent victimizations. Thus, the characteristics of each would be included in this analysis. In contrast, the analysis of the prevalence of criminal victimization above is reported at the student level. In that analysis, the student in this example would have been counted only once as having experienced at least one violent victimization.

Most victimizations at school, according to the NCVS data, were not reported to police (88.3 percent) (figure 7 and table 2). Those students who did not report to police were asked to give the most important reason why they did not do so. The most common reason given was that the victimization was reported to a school official (37.2 percent) (figure 8 and table 3). The second most common reason was that the student believed the victimization was minor or unsuccessful and thus, not important enough to report to the police (22.1 percent). Finally, no differences were detected in students saying that they did not report to police because they took care of it informally or because they thought the police could not do anything (5.7 percent and 4.3 percent, respectively).

[7] The specific characteristics of victimizations that occurred at school reported here were gathered in only the NCVS instrument. Information about these characteristics was not asked of respondents about the incidents they reported in the SCS. (See appendix A for more information.)

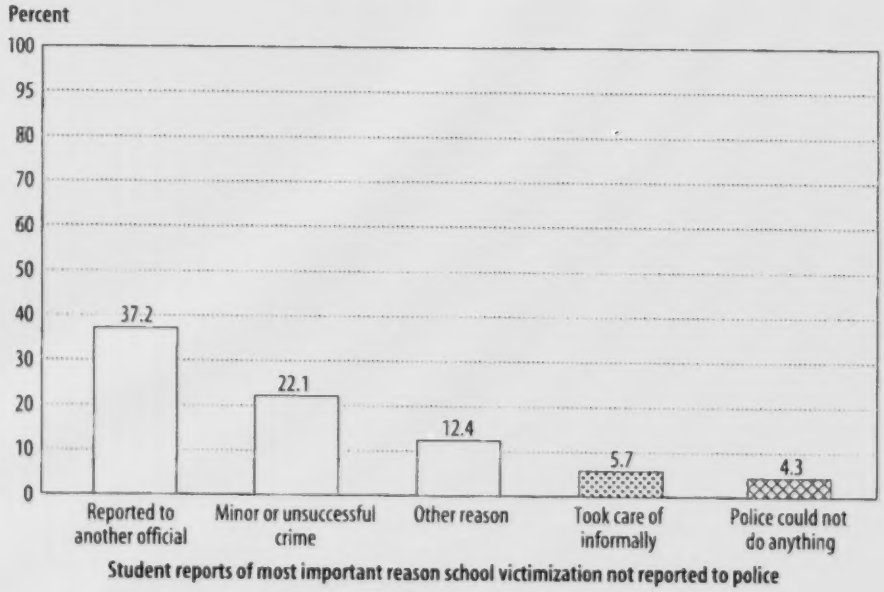
Figure 7.—Percentage of school victimizations reported to police: 1999



NOTE: Figure does not include categories with too few cases for reliable estimates. See table 2 for categories not shown here.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

Figure 8.—Percentage of school victimizations, by most important reason school victimization not reported to police: 1999



NOTE: Figure does not include categories with too few cases for reliable estimates. See table 3 for categories not shown here.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

School victimizations reported in the 1999 NCVS occurred in many different locations in the school building. Reports of victimizations occurring in classrooms, hallways or stairwells, and bathrooms or locker rooms showed no measurable differences (table 4).

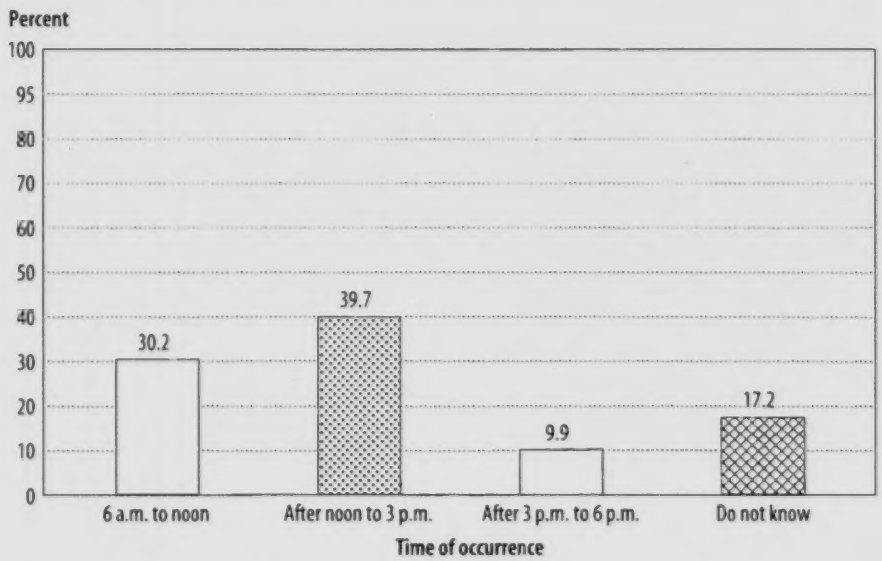
The NCVS also collected information regarding the time of day when the victimizations occurred. Because this analysis focuses only on those victimizations occurring at school, it is not surprising that the two most common time periods were during the school day. As shown in figure 9 and table 5, victimizations at school were most likely to occur between noon and 3 p.m. (39.7 percent), followed by between 6 a.m. and noon (30.2 percent). These two time periods were more common than between 3 p.m. and 6 p.m. (9.9 percent), and instances in which the time of occurrence was unknown (17.2 percent). A respondent may not be aware of the time when the victimization occurred, especially if it involved a theft or other property crime during which the student may not have been present.

Summary Concerning the Prevalence of Criminal Victimization and Characteristics of Victimizations

The 1999 SCS collected information from students on the prevalence with which they became victims of crime at school as well as specific characteristics pertaining to those incidents. Results show that 4.0 percent of students report being the victims of violent crimes at school. These findings play an important role in placing extreme acts of school violence into context.

The analysis in this report looks at the bivariate relationship between variables. Students' reports of victimization at school generally were related to several student characteristics, including gender, race/ethnicity, the type of school the student attended, and grade level. Additional analysis should look at the interaction between these and other SCS variables, and the effect that the relationships may have on students' reports of victimization at school.

Figure 9.—Percentage of school victimizations, by time of occurrence: 1999



NOTE: Figure does not include categories with too few cases for reliable estimates. See table 5 for categories not shown here.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999.

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Many of these findings are consistent with those of previous research. For example, male students were more likely to report violent victimization than were female students, a finding consistent with the work of Fitzpatrick (1999), Louis Harris and Associates (1999), Hanke (1996), and Nolin, Davies and Chandler (1995). In addition, public school students were found to be more likely to report victimization than were those in private schools, also consistent with previous studies (Nolin, Davies and Chandler 1995; Chandler et al. 1998). The 1999 SCS analysis also showed that students in upper grades were less likely to report victimization at school than were those in lower grades, again corresponding to prior studies (Nolin, Davies and Chandler 1995; Chandler et al. 1998).

Interestingly, there were no differences detected in the likelihood of reported victimization for students whose households were in urban, suburban, or rural locations. These findings may appear to contrast with some prior studies, such as the Safe Schools Study, which found that inner-city school students were more likely to experience violent victimization at school (U.S. Department of Health, Education, and Welfare, 1978). However, this inconsistency may simply be due to differences in the locality being considered. The 1999 SCS relied on a student's household location, while the Safe Schools Study relied on school location. It is possible that not all students live in the same location in which they attend school; if school location was analyzed instead of household location in the SCS, differences among types of locales might be found.

While previous studies have not emphasized the role of students' race/ethnicity in the prevalence of victimization, the results presented here show that Black students were more likely to report having experienced property victimization than were those students from other racial/ethnic groups. For violent victimizations, however, a somewhat different picture emerged. While Black students were more likely to report such victimizations than were White students, they reported levels similar to those of Hispanic and Other, non-Hispanic students.

In addition, reports of victimization were more likely when students had also reported that risky behaviors were present in the school environment. Those students who reported the presence of gangs, knowing another student with a gun, and seeing guns at school reported more victimization than those students who did not report these aspects of the school environment. Reports of any and violent victimization also varied depending on whether or not schools had security guards.

Some of the results from the school characteristics analysis were also consistent with prior research. For instance, students who reported gang presence at school were more likely to report victimization than were those who did not have gangs at school, a finding similar to that of Ralph et al. (1995) and Chandler et al. (1998). In addition, those students who knew another student with a gun at school were also more likely to report being victimized than those who did not know such students, corresponding with results from previous studies (Sheley, McGee and Wright 1992). The 1999 SCS also found that a higher percentage of those students who saw another student with a gun at school reported that they had been victimized at school than those who did not see a student with a gun.

Student reports of victimization at school were similar whether or not their schools had security measures such as metal detectors or staff hallway monitoring. Students in schools that used security guards at school, though, reported higher levels of any victimization, and violent victimization in particular. This last finding can be interpreted in various ways. On the face of it, it seems as though the use of security guards is not an effective deterrent. Or, as Hyman et al. (1997) suggest, their presence may even exacerbate violence. But an alternative explanation presents itself as well: schools that use security guards may have pre-existing problems and, indeed, the level of victimization could be even higher without these security measures. It is important to note, however, that none of these possible explanations can be verified using the 1999 SCS cross-sectional data. Because the SCS examines only one point in time, it cannot be determined if security guards were in place first and as a result violent victimizations increased

or decreased, or if there were already a considerable number of victimizations at the school, so guards were hired. Further, because this analysis only looks at bivariate relationships, it cannot be ascertained whether another, third variable plays a role in both the use of security guards and reports of victimization.

Several details about school victimizations previously not available for analysis with the SCS were gathered by the NCVS and reported here. First, consistent with prior research (Garofalo, Siegel and Laub 1987), most victimizations that occurred at school were not reported to police. However, even though students might not have reported these incidents to police, many reported them to a school official. Second, the locations of victimizations were similar to those reported elsewhere (Lockwood 1997; Louis Harris and Associates 1999), with no differences found in the frequency of occurrence in classrooms, hallways or stairwells, and bathrooms and locker rooms. Finally, the 1999 SCS analysis showed that victimizations at school were more likely to occur during the school day than after school, with afternoons (between noon and 3 p.m.) the most common time. For many schools, this noon to 3 p.m. time may coincide with lunch periods (which often involve less supervised activities) and, for some students, it may be the time of day in which they are traveling from school.

Chapter Two

Students' Reports of Alcohol or Drug Availability at School

Previous Research

The presence of alcohol and drugs at school has been found to exert an impact on students' perceptions of their school environment. For example, one recent study showed that 20.0 percent of students blamed drugs for the level of violence in their schools (Arnette and Walsleben 1998). Availability of alcohol and drugs at school also contributes to students' opportunities to use these substances. Student alcohol and drug use, in turn, has a negative impact on the student's education and on the school environment (Nolin et al. 1997). Adolescent substance abuse has been linked to decreased levels of commitment to education, increased truancy, school absence and dropout, and lower grades (Hawkins, Catalano and Miller 1992). Students' use of drugs may not only affect their own performance at school, but may also inhibit learning by their peers (Bureau of Justice Statistics 1992).

Prior studies have found that both alcohol and drugs are readily available at school. In a 1993 study of 6th through 12th graders, 31.0 percent reported that alcohol was easily available at school (Nolin et al. 1997). In 1995, 1997, and 1999 the Youth Risk Behavior Survey found that between 30.0 and 32.0 percent of 9th through 12th graders reported that drugs were offered, sold, or given to them on school property (Kaufman et al. 2001). This number was up from 24.0 percent in 1993. An analysis of previous SCS data indicated that 63.2 percent of students in the 6th through 12th grades in 1989 and 65.3 percent in 1995 reported that drugs were available at school (Chandler et al. 1998).[8]

Reports of the availability of drugs and alcohol at school vary according to certain student characteristics. Relevant student characteristics include age, school type and whether or not the student had been victimized. Prior research has shown that older students were more likely to report the availability of both alcohol and drugs at school than younger students (Chandler et al. 1998; Nolin et al. 1997). In addition, public school students were more likely than students attending private schools to report the presence of both drugs (Chandler et al. 1998; Nolin et al. 1997) and alcohol (Nolin et al. 1997) at school. With regard to drug availability in particular, students who reported experiencing violent victimizations were more likely to report that drugs were available at school than students who were not victimized (Chandler et al. 1998).

Student alcohol and drug use is a serious concern for educators (Arnette and Walsleben 1998; Stephens 1997). The use of these substances has been associated with dropping out of school as well as with poor academic achievement (Nolin et al. 1997). In addition to these repercussions on the individual user, drug use in particular may negatively influence the school environment by increasing the level of violence at

[8] The differences between the Youth Risk Behavior Survey (YRBS) and SCS estimates may appear to be large. However, the two surveys cover different student populations, utilize a different reference period, and ask different questions concerning drugs. The YRBS is a nationally representative sample of students in grades 9 through 12, whereas the SCS includes students in grades 6 through 12. The YRBS uses a 30-day reference period and the SCS uses a 6-month reference period. Finally, the YRBS asks students if they personally were offered, sold or given drugs. In contrast, the SCS asks students whether it is possible to obtain certain drugs.

school. Increased violence has been attributed to student involvement in thefts and drug dealing to support drug use or gang fights over territorial rights to sell drugs in the schools (Arnette and Walsleben 1998). Both students and teachers perceive that involvement with drugs and alcohol is a major reason that violence occurs at school (Louis Harris and Associates 1999). Some researchers, though, suggest that while some relationship may exist between drug use and violence among adolescents, most school violence is not drug-related (Kenney and Watson 1996; Altschuler and Brounstein 1991).

Another aspect of research on drug use is the link between this behavior and the use and possession of weapons. Kingery, Coggeshall, and Alford (1999) examined data from three prior school surveys and found that students who reported using drugs were more likely to carry a weapon to school. One explanation for the link between guns and drugs offered by Smith and Sheley (1995) is that involvement with both represents a lifestyle choice. Thus, individuals who elect not to use drugs may also be making a lifestyle choice to avoid other types of risky behavior such as using firearms. An alternative explanation is that students who use drugs are involved in environments where the presence of guns is more common. This environment, in turn, provides the motivation and opportunity to obtain a gun (Smith and Sheley 1995).

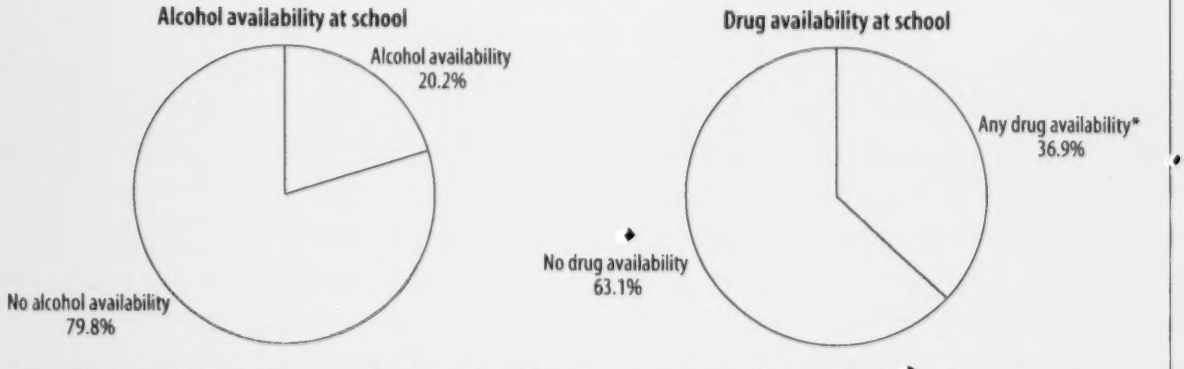
Other researchers have also found an association among drugs, gangs, and access to handguns (Callahan and Rivara 1992; Simon, Dent and Sussman 1997; Cornell and Loper 1998). Some scholars suggest that this relationship exists because gang members in particular are more likely to engage in high-risk behavior, including the use of drugs and the possession of weapons (Cornell and Loper 1998).

Alcohol or Drug Availability at School

In the 1999 School Crime Supplement (SCS), 20.2 percent of students ages 12 through 18 reported that alcohol was available at school while 36.9 percent reported that drugs were available (figure 10 and table 6).[9] Reports of availability varied by certain student characteristics (race/ethnicity, grade

[9] Readers should be cautioned not to compare numbers from the 1989 and 1995 SCS surveys with those from the 1999 SCS survey because of changes in the question wording. (See appendix A for more information.)

Figure 10.—Percentage of students ages 12 through 18 who reported that alcohol or drugs were available at school: 1999



*If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP, heroin, or other drugs.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

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level, income, household location, and school type) as well as by the level of certain risky behaviors present in the school environment (violent victimization, gang presence, knowledge of other students with guns at school, and seeing other students with guns at school).

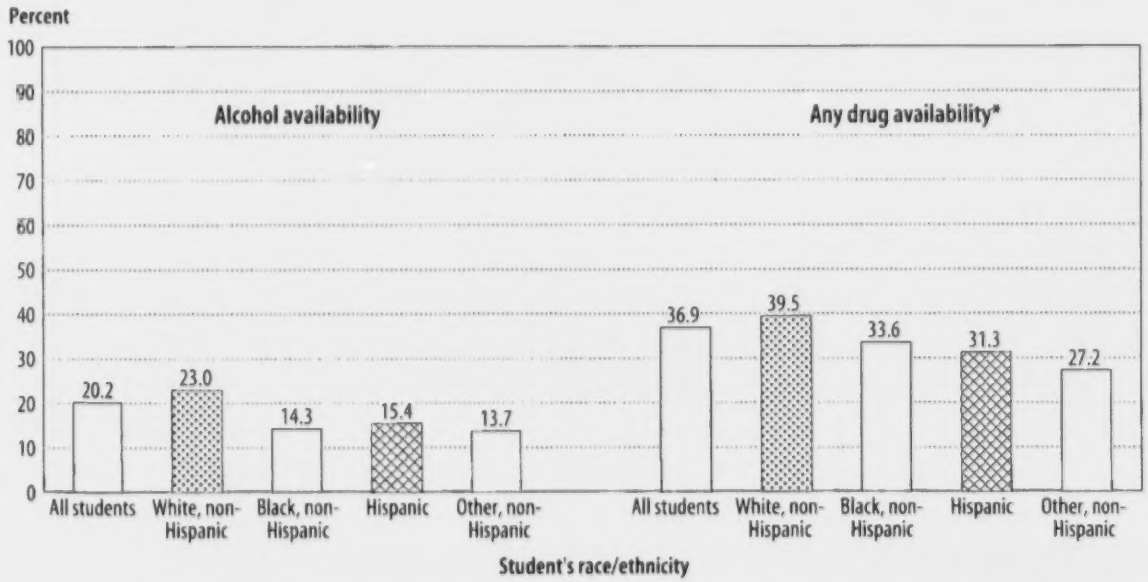
Student Characteristics

In general, differences in the availability of alcohol by student characteristics were similar to differences in drug availability. Specifically, White students as well as those in higher grade levels, in public schools, from higher income households, and from the suburbs generally were more likely to report that alcohol and drugs were available at school.

First, as indicated in figure 11, reports of alcohol availability varied by students' race/ethnicity. White students (23.0 percent) were more likely than Black students (14.3 percent), Hispanic students (15.4 percent), and Other, non-Hispanic students (13.7 percent) to report the availability of alcohol at school. Similarly, White students (39.5 percent) were more likely than Black students (33.6 percent), Hispanic students (31.3 percent), and Other, non-Hispanic students (27.2 percent) to report that drugs were available at school (figure 11).

Students in higher grades in the 1999 SCS were more likely to say that alcohol was available than were those in lower grades (31.0 percent of 12th graders vs. 5.3 percent of 6th graders) (figure 12). Students in upper grades also were more likely to report that drugs were available at school than students in lower grades (57.0 percent of 12th graders vs. 9.6 percent of 6th graders) (figure 12).

Figure 11.—Percentage of students ages 12 through 18 who reported that alcohol or drugs were available at school, by race/ethnicity: 1999



*If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP, heroin, or other drugs.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

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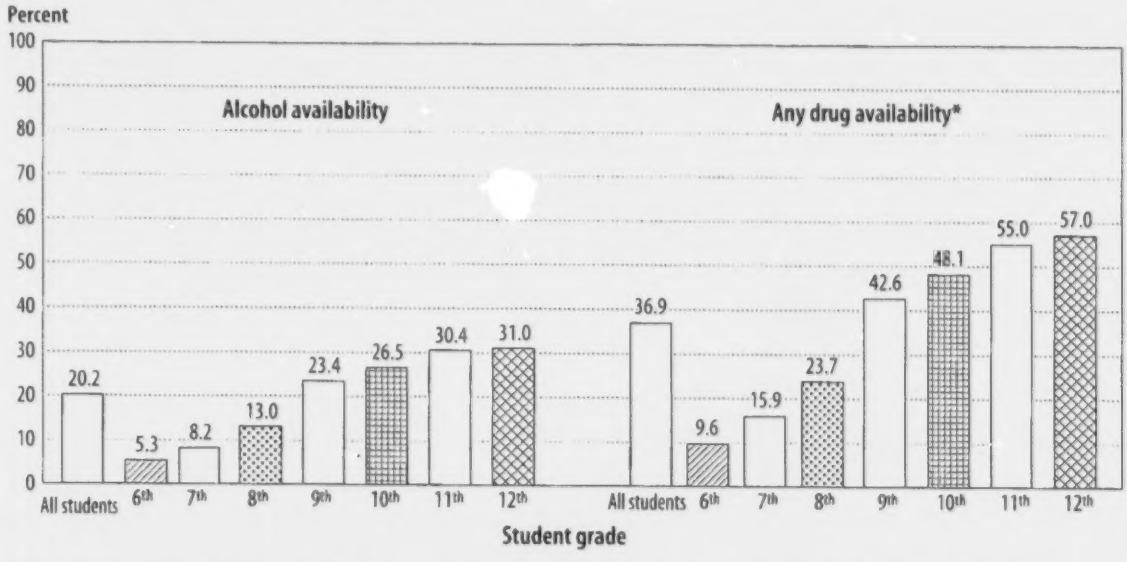
Figure 12.—Percentage of students ages 12 through 18 who reported that alcohol or drugs were available at school, by grade: 1999



*If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP, heroin, or other drugs.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

Students from households with higher incomes were generally more likely to report that both alcohol and drugs were available at school than were students from households with lower incomes. As indicated in figure 13, 23.6 percent of students from households with incomes of $50,000 or more reported that alcohol was available at school. In contrast, 10.4 percent of students from the lowest income bracket (household incomes of less than $7,500) reported alcohol was available. Likewise, students from households with higher incomes also were generally more likely to report that drugs were available at school than those from households with lower incomes (41.0 percent of students from households with incomes of $50,000 or more compared to 22.8 percent of students from households with incomes of less than $7,500). In other words, students from affluent households were more likely to report that alcohol and drugs are available at school.

For the availability of both alcohol and drugs, where students lived generally made a difference in their responses. For alcohol availability at school, both suburban (21.6 percent) and rural students (23.0 percent) were more likely to report availability than were urban students (15.1 percent) (table 6). There were no measurable differences detected between rural and suburban students. For drug availability at school, slightly different results were found. Suburban students (39.5 percent) were more likely than urban students (33.7 percent) to report that drugs were available at school. However, there were no differences detected between suburban and rural students or between urban and rural students. To summarize, for both alcohol and drugs, students residing in urban areas were not more likely to report their availability at school. Rather, suburban students were more likely to report the availability of drugs and, along with rural students, the availability of alcohol at school.

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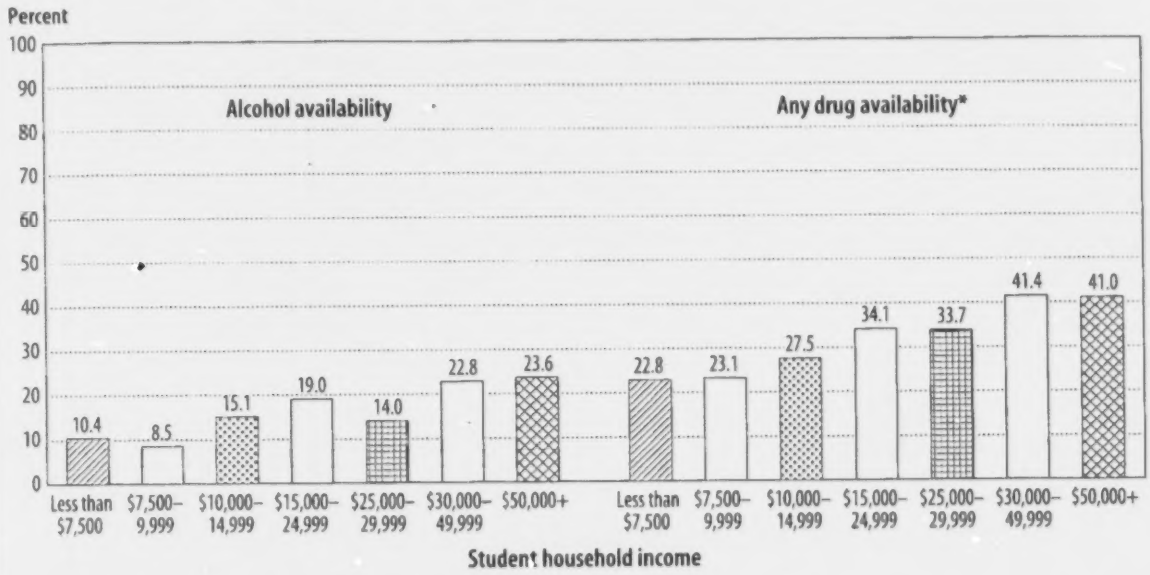
Figure 13.—Percentage of students ages 12 through 18 who reported that alcohol or drugs were available at school, by household income: 1999



*If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP, heroin, or other drugs.

NOTE: Figure does not include categories with too few sample cases. See table 6 for categories not shown here.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

Students attending public schools were more likely than students attending private schools to report that both alcohol (20.6 percent for public vs. 15.8 percent for private school students) and drugs (38.4 percent for public vs. 22.4 percent for private school students) were available at school (table 6).

School Environment[10]

Among students who reported experiencing violent victimization at school, reported alcohol availability at school was not measurably different than it was for students who did not report any violent victimization. However, students who reported experiencing violent victimization at school were more likely to report that drugs were available at school than students who were not so victimized (48.2 and 36.3 percent, respectively) (figure 14).

In addition, students who reported the presence of gangs at school were more likely than those who did not report gang presence to say that alcohol and drugs were available at school (table 6). Students who knew another student with a gun or had seen another student with a gun also were more likely than those who did not know or see such students to report that alcohol and drugs were available at school.

[10] This report does not investigate relationships between more than two variables. Therefore, readers are cautioned not to draw conclusions about the effect that additional variables may have on the relationships presented.

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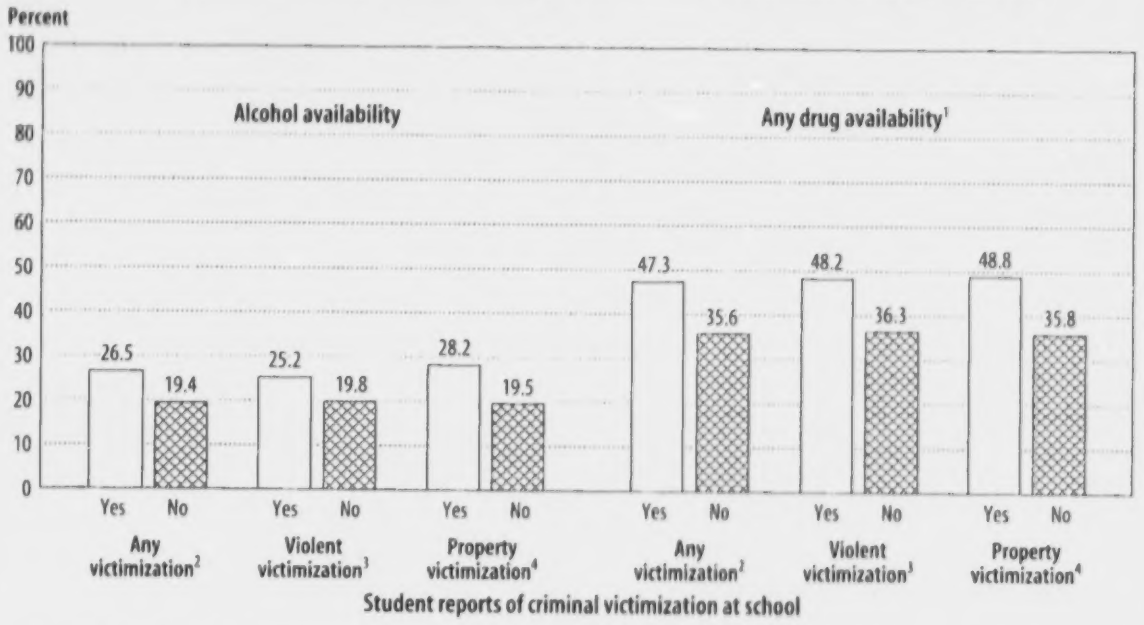
Figure 14.—Percentage of students ages 12 through 18 who reported that alcohol or drugs were available at school, by student reports of criminal victimization at school: 1999



[1]If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP, heroin, or other drugs.

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

Students who reported the presence of street gangs were more likely to report that alcohol was available at school (33.1 percent) than were students who did not report gang presence (17.8 percent) (table 6). Likewise, students who reported that street gangs were present at school were more likely than students who did not report gang presence to say that drugs were available at school (62.9 percent and 31.6 percent, respectively).

The 1999 SCS data also indicate that the presence of guns at school is associated with the availability of alcohol. Students who knew another student who brought a gun to school were more likely to report that alcohol was available (39.4 percent) than were those who did not know such a student (18.7 percent). Of those who saw another student with a gun at school, 48.6 percent reported that alcohol was available, compared to 19.4 percent who did not see such a student.

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A similar pattern was found concerning the availability of drugs and the presence of guns. Of the respondents who knew a student who brought a gun to school, 67.1 percent reported that drugs were available at school, compared to 34.5 percent who did not know such a student. Further, 83.0 percent of those who actually saw a student with a gun at school also reported that drugs were available, compared to 35.6 percent of students who did not see a student with a gun. In summary, students who attended schools in which gangs or guns were present were more likely to report that alcohol and drugs were available.

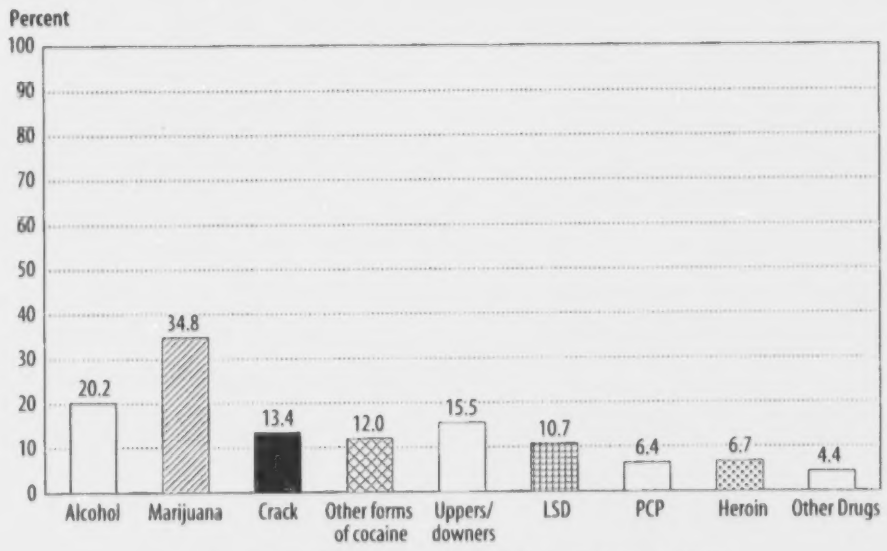
Ease of Obtaining Alcohol or Specific Drugs at School

In addition to ascertaining whether alcohol or drugs were available at school, the 1999 SCS also asked students how difficult it was to obtain alcohol or specific drugs. Other researchers have examined this issue as well. For example, in a 1993 study of 6th through 12th graders, one-third of the students responded that it was easy to obtain alcohol at school (Nolin et al. 1997). In an analysis of the 1995 SCS, more students reported that marijuana was easy to obtain than any other drug (Chandler et al. 1998).

In the 1999 SCS, more students reported that it was possible to obtain marijuana (34.8 percent) at school than alcohol or any other drug (figure 15 and table 7). Of those students who reported that it was possible to obtain marijuana, 79.3 percent reported that it was easy or fairly easy to obtain at school (figure 16 and table 7).[11] The second most common substance reported to be available at

[11] Only students who reported that it was possible to obtain alcoholic beverages or specific drugs were asked about the difficulty of obtaining these substances at school. Students answering these questions were asked if the substance was easy, fairly easy, fairly hard, or hard to obtain.

Figure 15.—Percentage of students ages 12 through 18 who reported the availability of alcohol and specific drugs at school: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

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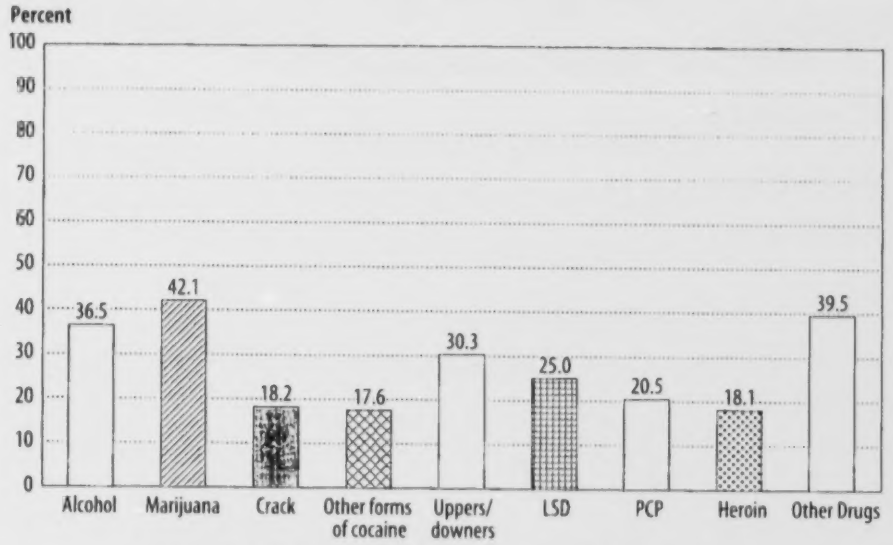
Figure 16.—Percentage of students ages 12 through 18 who reported that alcohol and specific drugs were easily available at school: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

school was alcohol (20.2 percent). Of the students reporting it was possible to obtain alcohol at school, 75.2 percent reported it was easy or fairly easy to obtain.

To summarize, marijuana was reported to be available at school by about one-third of respondents. As for alcohol, it was reported as available at school by about one-fifth of respondents. For both of these substances, about three-fourths of those who said that they were available also said that they were easy or fairly easy to obtain at school.

Summary Concerning Students' Reports of Alcohol and Drug Availability at School

As suggested by other researchers (Smith and Sheley 1995; Cornell and Loper 1998), the presence of alcohol and drugs at school may increase the likelihood that students will use these substances. In addition, the use of alcohol and drugs may be a stimulus for youth violence. For these and other reasons, the presence of illegal substances in school continues to be of great concern to educators. Some of the findings pertaining to student characteristics reported here are consistent with those from prior research on the prevalence and accessibility of drugs and alcohol in schools. For example, the greater likelihood of reports of drug and alcohol availability by students in higher grades and those in public schools correspond to similar findings by Chandler et al. (1998) and Nolin et al. (1995). Other findings, however, such as the increased likelihood of White students, those from more affluent households, and those from suburban areas reporting the availability of alcohol and drugs have not been the focus of previous research.

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With regard to the availability of particular drugs in the 1999 SCS, the finding that marijuana and alcohol were most likely to be reported as available at school remains similar to findings reported in the past (Chandler et al. 1998; Nolin et al. 1995).

Prior studies have suggested that students believe the presence of alcohol and drugs at school set the stage for violence (Arnette and Walsleben 1998). With regard to victimization, students who experienced violent victimization were more likely to report the availability of drugs at school than those who did not report such victimization, a finding that corresponds to that of previous research (Chandler et al. 1998). An association between those students who experienced violent victimization and reports of the availability of alcohol at school was not found. In addition, reports of alcohol and drug availability were higher among students who reported certain types of risky behavior than among those who did not, including the presence of street gangs and guns at school. These findings bolster the arguments made by scholars that a link exists among drugs and gangs, and drugs and guns (Callahan and Rivara 1992; Simon, Dent and Sussman 1997; Cornell and Loper 1998; Kingery, Coggeshall, and Alford 1999). The relationship between drugs and violence is a complex one, particularly in the setting of American schools. While an exploration of the distribution and consumption of drugs at school is beyond the scope of this report, such an investigation may be warranted in the future. Future analysis may also look at interactions between the variables described above, as well as the effect additional factors have on the relationships between these variables.

Chapter Three

Students' Reports of the Presence of Street Gangs at School

Previous Research

A recent national survey found that 30.0 percent of 7th- through 12th-graders in public schools believe that gang violence is a very serious problem at school (Louis Harris and Associates 1999). Certainly, if gangs are present in a school, they can create a climate of fear and intimidation, making it difficult for students to learn (Kodluboy 1997).

Gangs pose a safety threat to schools due to their involvement in the use and sale of drugs, their participation in violent behavior, and their use of schools as places to distribute drugs and recruit members (Stephens 1997). While some gang activity occurs at school, gang violence is more commonly seen near the school grounds (Kodluboy 1997). This is not surprising given the fact that gang members are more likely to drop out of school or to be expelled (Hoffman and Summers 1996). Gang violence around the school, moreover, may cause students who live in neighborhoods with a significant gang presence to carry weapons for protection while traveling to and from school (Kodluboy 1997).

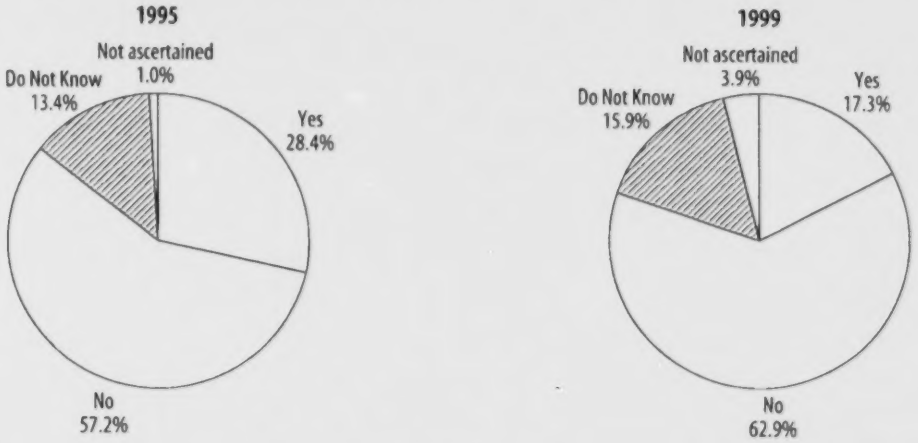
Reports of street gangs at school have been shown to vary by certain student characteristics. For example, research based on prior School Crime Supplement (SCS) data found that Hispanic students were more likely to report that street gangs were present at school than were students of other races/ethnicities. Also, students from households with lower incomes, those from urban areas, and those attending public schools were all more likely to report gang presence than were those from higher income households, suburban or rural areas, and private schools (Chandler et al. 1998). Likewise, another study showed that urban, public school students were more likely to report gang presence at school than were public school students from suburban or rural areas (Louis Harris and Associates 1999).

Researchers have found that students who report gangs at school are more likely to report that they have been victimized and that they carry a weapon with them to school for protection (Ralph et al. 1995). This is consistent with research on gang membership, which shows that gang members are likely to engage in risky behaviors such as fighting, weapon carrying, and drug and alcohol use at school (Cornell and Loper 1998). Indeed, one study found that 70.0 percent of gang members reported assaulting students at school and that 80.0 percent of members reported bringing guns or knives to school (Huff and Trump 1996). Other studies have also shown strong relationships between gang membership and carrying weapons in school (Simon, Dent and Sussman 1997; Callahan and Rivara 1992).

Presence of Street Gangs at School: 1995 and 1999

Findings from the 1995 and 1999 SCS show that reports of street gangs at school dropped between these two time points. As shown in figure 17 and table 8, 28.4 percent of students reported that street gangs were present at school in 1995, compared to 17.3 percent of students in 1999. The extent to which gang presence was reported in 1999 varied according to student characteristics such as race/ethnicity, house-

Figure 17.—Percentage of students ages 12 through 18 who reported that street gangs were present at school: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

hold income and location, and type of school attended. It also differed by certain risk factors in the school environment such as the prevalence of criminal victimization, knowledge of other students bringing guns, and seeing other students with guns at school.

Student Characteristics

Findings from the 1995 SCS showed that Hispanic students (49.7 percent) were more likely to report the presence of gangs at school than were White, Black, or Other, non-Hispanic students (23.0 percent, 34.8 percent, and 31.5 percent, respectively).[12] However, analysis of the 1999 SCS data shows that the percentages of Hispanic (28.3 percent) and Black students (24.7 percent) reporting gang presence were similar, and that both groups were more likely to report gang presence than were White students (13.1 percent) (figure 18).[13]

Figure 18 also shows that there was a notable decrease in the percentage of Hispanic students who reported gang presence between 1995 and 1999, with 49.7 percent reporting gang presence in the former year and 28.3 percent in the latter year. While decreases between 1995 and 1999 occurred for students of all racial/ethnic groups, reports of gang presence among Hispanic students dropped more than that of Whites and Blacks between these two time periods.

Reports of the presence of gangs at school in 1995 and 1999 were generally more prevalent among students from lower income households than among those from upper income households. In 1995, 38.9 percent of students from households with incomes of less than $7,500 reported that street gangs were

[12] Readers should note that in order to facilitate comparisons between the 1995 and 1999 SCS for this section, 19-year-old respondents were dropped from the 1995 SCS and the data were reanalyzed. Respondents who were over 18 were not eligible for the 1999 SCS. There were 116 19-year olds in the 1995 SCS, accounting for 1.2 percent of the total eligible sample.

[13] Black students were also more likely to report gang presence at school than Other, non-Hispanic students.

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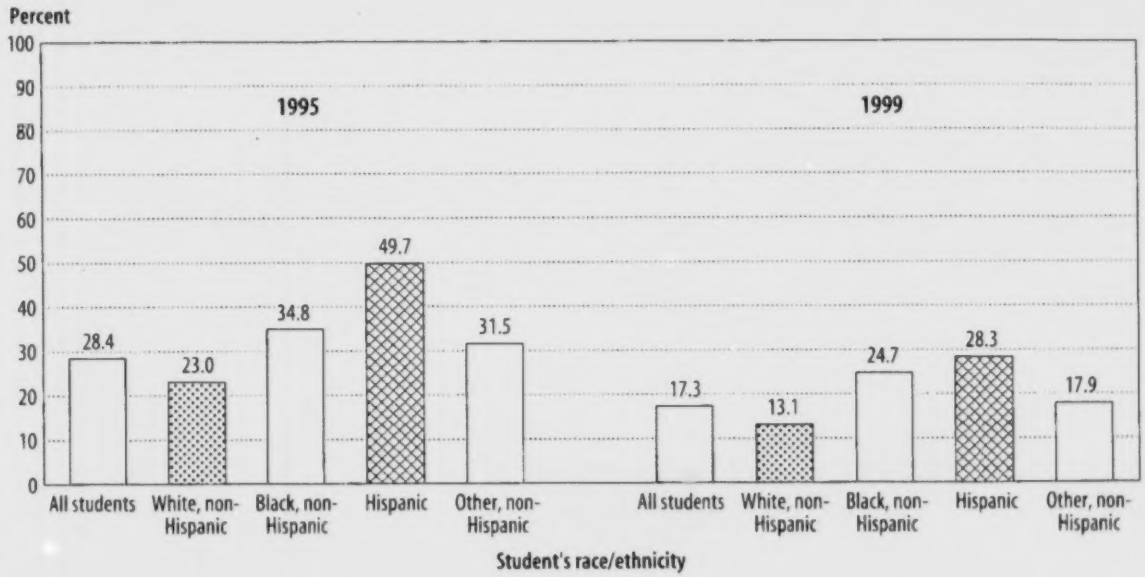
Figure 18.—Percentage of students ages 12 through 18 who reported that gangs were present at school, by race/ethnicity: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

present at school, while 24.6 percent of students from households with incomes of $50,000 or more reported that street gangs were present. Comparable percentages reported in 1999 were 21.3 percent and 13.2 percent, respectively, (table 8). Between 1995 and 1999, the percentage of students who reported street gangs at school decreased for students of all income levels.

Based on their reports, street gangs remain a greater problem for students residing in urban areas than students residing in suburban or rural areas. However, there was a decrease in the percentage of students reporting the presence of street gangs at school in all three areas between 1995 and 1999. Figure 19 illustrates that in 1995, 40.5 percent of students living in urban areas reported that street gangs were present at school, compared to 26.3 percent of those from suburban and 19.9 percent of those from rural areas. Similarly, in 1999, 25.1 percent of students from urban areas reported that street gangs were present at school compared to 15.8 percent of those from suburban and 11.1 percent of those from rural areas. Thus, while students from urban areas were more likely to report street gangs at school in both 1995 and 1999 than were suburban or rural students, the percentage of students from urban areas reporting gang presence dropped appreciably between the two time points.

In both 1995 and 1999, public school students were more likely to report the presence of street gangs at school than were private school students. Between these two survey years, however, there was a decrease in both public and private school students who reported gang presence. Approximately 30.6 percent of public school students reported that street gangs were present at school in 1995 compared to 6.8 percent of private school students (table 8). In 1999, those percentages were 18.6 percent for students attending public schools and 4.4 percent for students attending private schools.

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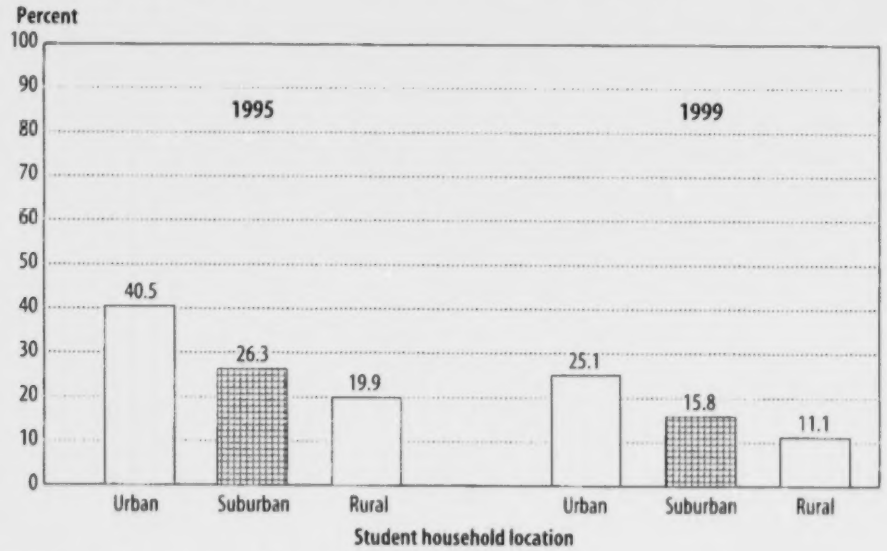
Figure 19.—Percentage of students ages 12 through 18 who reported that street gangs were present at school, by household location: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

School Environment

In both 1995 and 1999, students who experienced criminal victimization at school were more likely than those who were not victimized to report the presence of street gangs at school. This is consistent with results from another study (Ralph et al. 1995). In addition, in both years, students who reported that they knew another student with a gun or saw another student with a gun at school were more likely to also report gang presence at school.

As depicted in figure 20, in 1995, 41.3 percent of students who experienced any type of victimization at school also reported gang presence at school. In particular, 50.5 percent of those who experienced violent, and 39.7 percent of those who experienced property victimization reported street gangs. By comparison, 26.3 percent of students who did not experience any form of victimization reported gangs at school, 27.5 percent who did not experience violent victimization reported gangs, and 27.0 percent of those who did not experience property victimization reported gangs.

A similar pattern emerged in the 1999 data. Figure 20 shows that 26.1 percent of those reporting any form of victimization, 36.3 percent of those reporting violent, and 25.4 percent of those experiencing property victimization said that street gangs were present at school. Of those students who were not victimized, the percentages of students who reported gang presence at school were 16.1 percent for any victimization, 16.4 percent for violent victimization, and 16.6 percent for property victimization.

The percentage of students who experienced any form of criminal victimization, both violent and property, who also reported the presence of gangs at school decreased between 1995 and 1999 from 41.3 percent to 26.1 percent.

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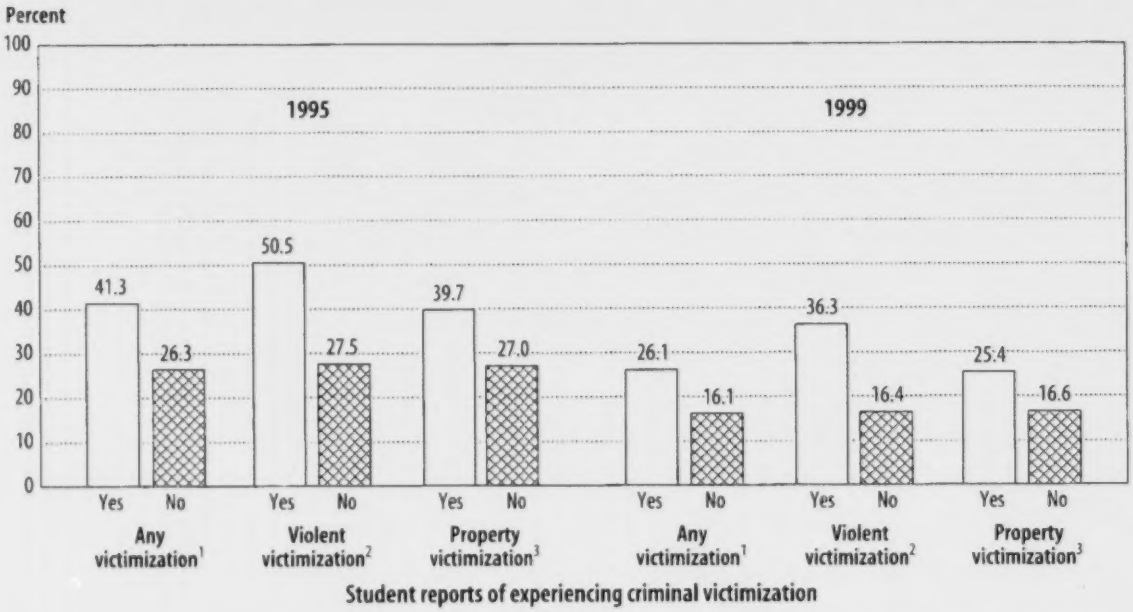
Figure 20.—Percentage of students ages 12 through 18 who reported that street gangs were present at school, by student reports of experiencing criminal victimization at school: 1995 and 1999



[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

As displayed in figure 21, in 1995, 55.2 percent of students who knew another student who brought a gun to school also reported that street gangs were present at school, compared to 24.6 percent who did not know another student with a gun. In 1999, 45.1 percent of those reporting knowledge of another student bringing a gun also reported gang presence, compared to 15.0 percent who did not know such a student. Between 1995 and 1999, the percentage of respondents who knew another student who brought a gun to school and who also reported gang presence at school decreased from 55.2 percent to 45.1 percent.

There is a similar pattern for students who actually saw another student with a gun at school in both 1995 and 1999. In 1995, 63.6 percent of students who reported seeing another student with a gun at school also reported the presence of street gangs, compared with 26.5 percent of those students who did not report seeing such a student. In 1999, 58.0 percent of students who reported seeing another student with a gun at school also reported gang presence, compared to 16.1 percent of students who did not see

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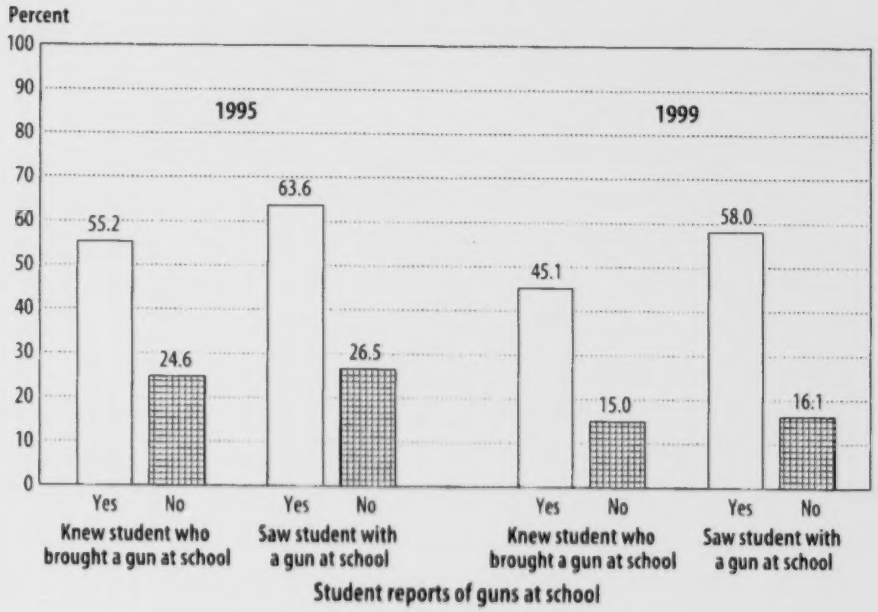
Figure 21.—Percentage of students ages 12 through 18 who reported that street gangs were present at school, by student reports of guns at school: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

such a student. But, unlike the decrease between 1995 and 1999 in students who reported knowing a student with a gun at school, the percentage of students who saw a student with a gun at school and who also reported the presence of street gangs was similar in the two survey years.

Summary Concerning the Presence of Street Gangs at School

Findings from the 1999 SCS indicate that reports of street gangs at school decreased between 1995 and 1999. There are several possible reasons for this decrease in gang presence. First, data from the 1998 National Youth Gang Survey show that there has been an overall decline in both the number of gangs as well as the number of gang members. Specifically, the National Youth Gang Center (2000) reports a 7.0 percent drop in the number of gangs and an 8.0 percent drop in the number of gang members reported by U.S. law enforcement agencies from 1996 to 1998. Second, gang membership may be diminishing among school age youth. Findings from the 1998 National Youth Gang Survey show that from 1996 to 1998 the average age of gang members increased, with the majority of gang members (60.0 percent) reported as over age 18 in 1998 (National Youth Gang Center, 2000).

This overall drop in reported presence of street gangs at school between 1995 and 1999 includes decreases in the percentage of students in all race/ethnicity categories, from households in all income levels, from all types of locales, and in both public and private schools. In addition, the percentage of reported gang presence by those who knew another student with a gun at school and those who were victimized dropped between 1995 and 1999.

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Despite these decreases between 1995 and 1999, the overall findings from the 1999 SCS remain consistent with those from prior research. For example, a higher percentage of Hispanic students, students from urban areas, from lower income families, and those in public schools reported gangs in both the 1999 SCS analysis and in prior studies (Chandler et al. 1998; Louis Harris and Associates 1999). In addition, students who reported criminal victimization at school were more likely to report gang presence than those who were not victimized (Ralph et al. 1995). Students who knew or saw others with a gun at school also were more likely to report that gangs were present at their school. The link between guns and gangs reported here supports the links made by others between weapon carrying and gang activity (Cornell and Loper 1998; Huff and Trump 1996; Kodluboy 1997; Ralph et al. 1995).

The dynamics of gang presence at school are not clearly understood at this time. The way in which gangs establish a presence at school could result from processes of importation from the surrounding neighborhood, the influence of friends and family, or individual proclivity toward violence (Laub and Lauritsen 1998). In any case, gang presence is an area that warrants further investigation by those interested in the safety of schools. Future analysis of the SCS data may further investigate the way in which the interaction between the student and the school characteristics may have an effect on the presence of gangs at school.

Chapter Four

Students' Reports of the Presence of Guns and Weapons at School

The American public has grown increasingly concerned about students bringing weapons, especially guns, to school. The School Crime Supplement (SCS) measured the presence of weapons at school in two ways. First, the SCS asked respondents whether they personally brought a gun, knife, or any other weapon to school. Second, it asked them whether they know another student who brought a gun to school and whether they have actually seen another student with a gun at school.

Students' Self-Reports of Bringing Guns and Weapons to School

Previous Research

Despite concerns about guns at school, several studies have shown the most common weapon students carry to school are knives (Vaughan et al. 1996; Louis Harris and Associates 1999). Other research indicates that box cutters are popular weapons since students can slip these through school security devices (Goldstein and Conoley 1997). The most common reason students report for why they carry weapons to school is for protection (Simon, Dent and Sussman 1997).

Callahan and Rivara (1992) found that weapon carrying is a pervasive problem that is not limited to just high-risk groups of students. However, weapon carrying does vary according to certain student characteristics. For example, researchers have shown that male students are more likely to carry weapons than female students (May 1999; Simon, Dent and Sussman 1997; Friday 1996). Findings have been mixed, however, with regard to the influence of age and grade level on weapon carrying. While some have found that younger students are more likely to carry weapons (Friday 1996), others have suggested that older students are more likely (May 1999; Simon, Dent and Sussman 1997). Still others have found no relationship between grade level and weapon carrying (Kingery, Coggeshall and Alford 1999).

Certain factors in the school environment have also been linked to weapon carrying. For example, the presence of gangs at school has been associated with increased reports of students carrying weapons to school (Simon, Dent and Sussman 1997; Ralph et al. 1995; Callahan and Rivara 1992).

In addition, students who have experienced prior victimization have been found to be more likely to carry weapons than students who have not been victimized (Kingery, Coggeshall and Alford 1999). In one study of 10 inner-city schools in 5 cities, researchers found that 22.0 percent of students carried a gun outside of school and 6.0 percent reported carrying a gun to school occasionally (Sheley, McGee and Wright 1992). They also found that a strong predictor of whether a student would experience a gun-related victimization at or around school was whether the student carried a gun outside of or at school.

In another study of gun carrying, scholars found that Mississippi high school students who were fearful of criminal victimization were more likely to carry guns to school than were those who did not fear victimization (May 1999). These researchers suggest that students who carry guns may be involved in a dangerous lifestyle and are fearful because of that lifestyle.

Prevalence of Students Bringing Guns and Weapons to School

The 1999 SCS questionnaire asked students about their own behavior in bringing guns, knives, or other weapons to school for protection during the last 6 months. A very small percentage of students (0.3 percent) reported bringing a gun to school for protection, while 1.5 percent of students reported bringing any weapon to school for protection (figure 22 and table 9).[14] Because the percentage of students who reported bringing a gun to school is so small, the following discussion will focus on students' reports of bringing any weapon to school for protection. These reports varied by students perceptions of factors in the school environment such as the prevalence of criminal victimization, bullying, gang presence, knowledge of and seeing other students with guns, and fear of attack or harm at school.[15]

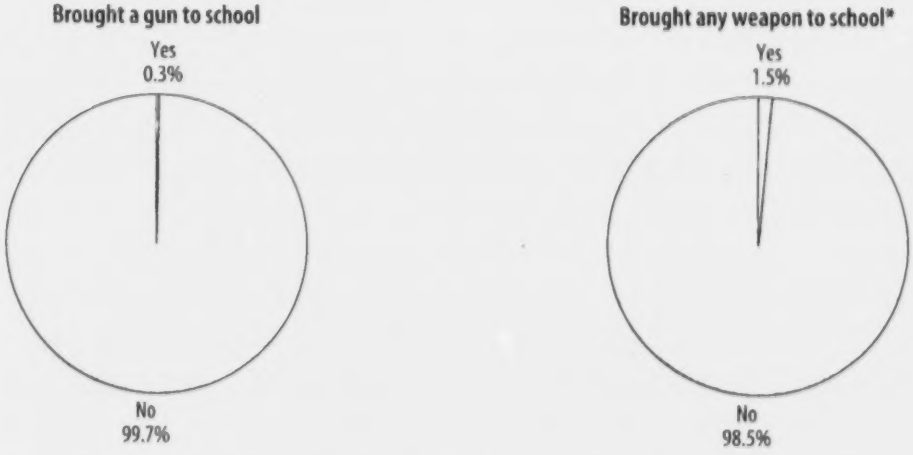
School Environment

The extent to which students carry weapons to school differs by certain elements in the school environment. The first of these is the prevalence of criminal victimization at school. In the 1999 SCS, while there was no difference detected in weapon carrying for protection between those who had experienced any criminal victimization and those who had not, there was a difference between students who reported violent victimization (3.6 percent) and those who did not (1.4 percent) (figure 23). At the same time, there was no difference in weapon carrying for protection between those who reported property victimization and those who had not been victimized in this way.

[14] "Any weapon" refers to a gun, knife, or any other object the student reported bringing to school as a weapon for protection. Readers should note that the percent of students who carried a weapon to school cannot be compared across the 1995 and 1999 survey years because of a change in question wording. (See appendix A for more information.)

[15] Even though some differences were found for reports of weapon carrying and student characteristics, they are not discussed in this section due to the small size of the estimates. Readers can refer to table 9 for these estimates.

Figure 22.—Percentage of students ages 12 through 18 who reported bringing a gun or another weapon to school: 1999



*If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

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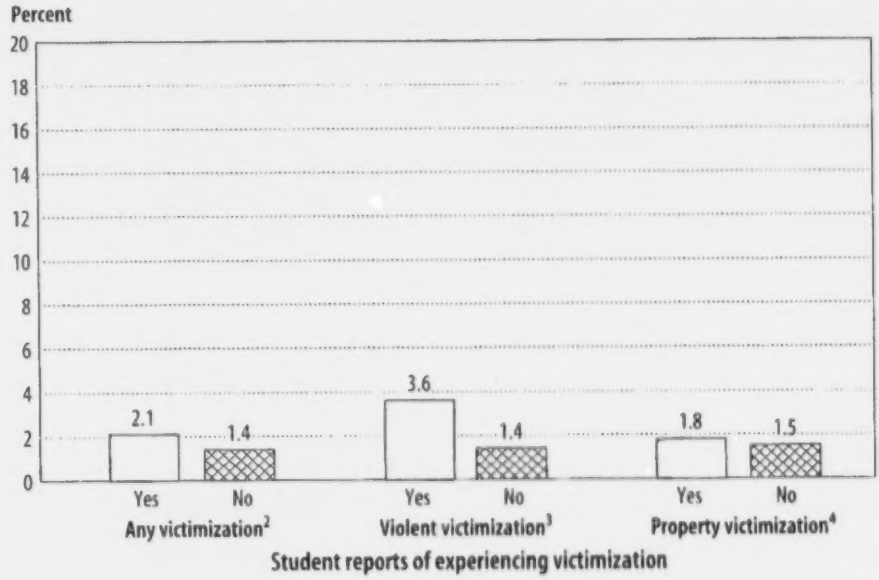
Figure 23.—Percentage of students ages 12 through 18 who reported bringing any weapon[1] to school, by student reports of experiencing criminal victimization at school: 1999



[1]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

Bullying constitutes another form of victimization at school. About 4.0 percent of students in the 1999 SCS who were bullied reported carrying a weapon to school for protection, compared to 1.4 percent of those who were not bullied (table 9). These findings suggest that students who experience victimization at school, whether violent victimization or bullying, may be more likely to feel the need to protect themselves by bringing a weapon to school. However, their weapon carrying may instead invite such victimization. The cross-sectional nature of the SCS data limits the investigation of these possible relationships.

Another element in the school environment that matters when it comes to weapon carrying is the presence of gangs. In the 1999 SCS, 2.7 percent of students who reported the presence of street gangs at school also reported bringing a weapon to school for protection, compared to 1.3 percent of students who did not report street gangs.

The presence of guns at school is another factor that is related to students bringing weapons to school. Among students who reported knowing another student with a gun at school, 5.4 percent reported

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bringing a weapon to school for protection, as did 7.5 percent of those who actually saw another student with a gun. This compares to 1.2 percent of those who did not know such students and 1.4 percent of those who had not seen such students.

Students in the 1999 SCS who feared attack or harm at school were more likely to bring a weapon to school for protection than students who were not afraid.[16] Of those students who were afraid, 3.1 percent reported bringing a weapon to school for protection, compared to 1.4 percent of students who were not afraid.

These findings suggest that bringing weapons to school for protection is associated with personal experience with victimization. The findings further suggest that weapon carrying is related to fear of harm at school. Unlike fear at school, there were no differences detected in weapon carrying between students who reported being fearful while traveling to and from school and those who did not.

Students' Reports of Seeing or Knowing Another Student Who Brought a Gun to School

The 1995 and 1999 SCS both asked respondents whether they knew another student who brought a gun to school or saw another student who brought a gun to school.

Previous Research

Highly publicized school shooting incidents have highlighted concerns about weapons at school, especially guns. Nearly all schools report having zero-tolerance policies against weapons, including firearms, at school (Small et al. 2001; Heaviside et al. 1998). Some researchers suggest that in spite of these policies, carrying weapons to school has become an acceptable risk for many students, both those who fear being victimized as well as those who seek to victimize other students (Arnette and Walsleben 1998). Thus, students may know another student who brought a gun to school or may actually see another student with a gun.

Prior research based on the 1995 SCS data found that older students were more likely than younger students to report knowing someone who brought a gun to school (Chandler et al. 1998). It also found that students from urban areas, those attending public schools, and those who reported gangs at school were more likely to know or see another student with a gun (Chandler et al. 1998). In addition, Vaughan et al. (1996) found that boys were more likely than girls to report seeing others with weapons.

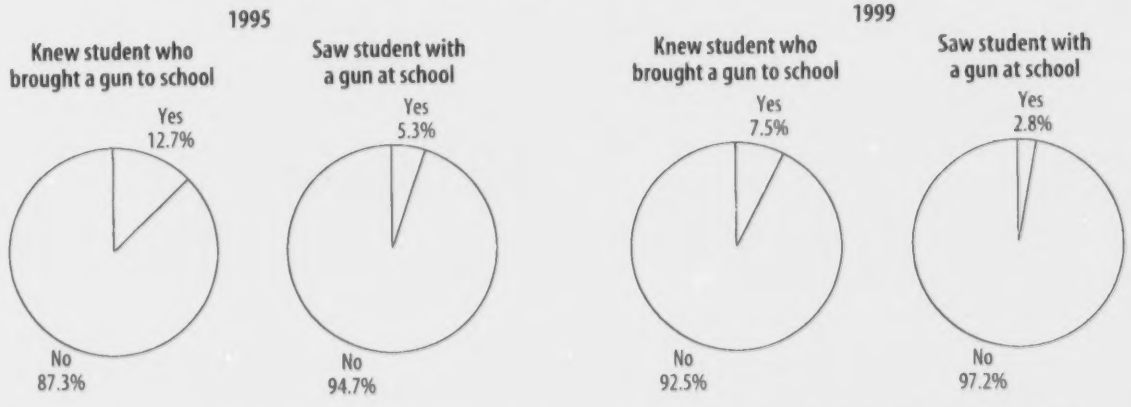
Presence of Guns at School by Other Students: 1995 and 1999

In both the 1995 and 1999 SCS, students were asked if they knew or saw another student with a gun at school during the last 6 months. As shown in figure 24 and table 10, the percentage of students who knew or saw another student with a gun at school dropped between 1995 and 1999. In 1995, 12.7 percent reported knowing another student with a gun at school, while in 1999, this percentage decreased to 7.5 percent. Likewise, in 1995, 5.3 percent reported seeing another student with a gun at school, while 2.8 percent reported this in 1999.

Figure 24 also shows that in both 1995 and 1999 more students reported knowing another student with a gun than reported actually seeing another student with a gun.

[16] Students who responded that they were fearful "sometimes" or "most of the time" were considered to be afraid, while those who answered that they were "never" or "almost never" afraid of harm or attack were not considered to be fearful.

Figure 24.—Percentage of students ages 12 through 18 who reported knowing or seeing another student with a gun at school: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

Student Characteristics

Reports of knowing another student as well as seeing another student with a gun at school varied by race/ethnicity, grade level, and whether the student attended public or private school, but did not vary by gender or household location in 1999.

The 1995 SCS showed that male and female students reported similar levels of knowing another student with a gun at school, while male students were more likely than female students to report seeing another student with a gun at school (6.0 percent vs. 4.5 percent) (table 10). However, in the 1999 SCS, there were no differences detected between male and female students in either knowing or seeing another student with a gun at school. The percentage of both male and females students knowing and seeing a student with a gun at school decreased between 1995 and 1999.

In 1995, students of all racial/ethnic groups reported similar levels of knowing another student with a gun at school. In that same year, Black students (8.7 percent) were more likely than White (4.4 percent) and Other, non-Hispanic (4.8 percent) students to report actually seeing another student who brought a gun to school. However, the percentage of Black students who reported seeing a student with a gun was similar to that of Hispanic students.

A somewhat different pattern emerged in the 1999 SCS data. Black students (12.8 percent) were more likely than students of all other racial/ethnic groups—Hispanic (7.4 percent), White (6.4 percent), and Other, non-Hispanic (5.4 percent)—to know another student who brought a gun to school (figure 25)., However, when comparing reports of seeing another student with a gun at school, the percentage of Black and Hispanic students was similar. Black students (6.1 percent) were more likely than White or Other, non-Hispanic students (1.9 percent and 2.1 percent, respectively) to report seeing such a student, while Hispanic students (3.7 percent) were more likely than White students (1.9 percent) to report seeing another student with a gun at school.

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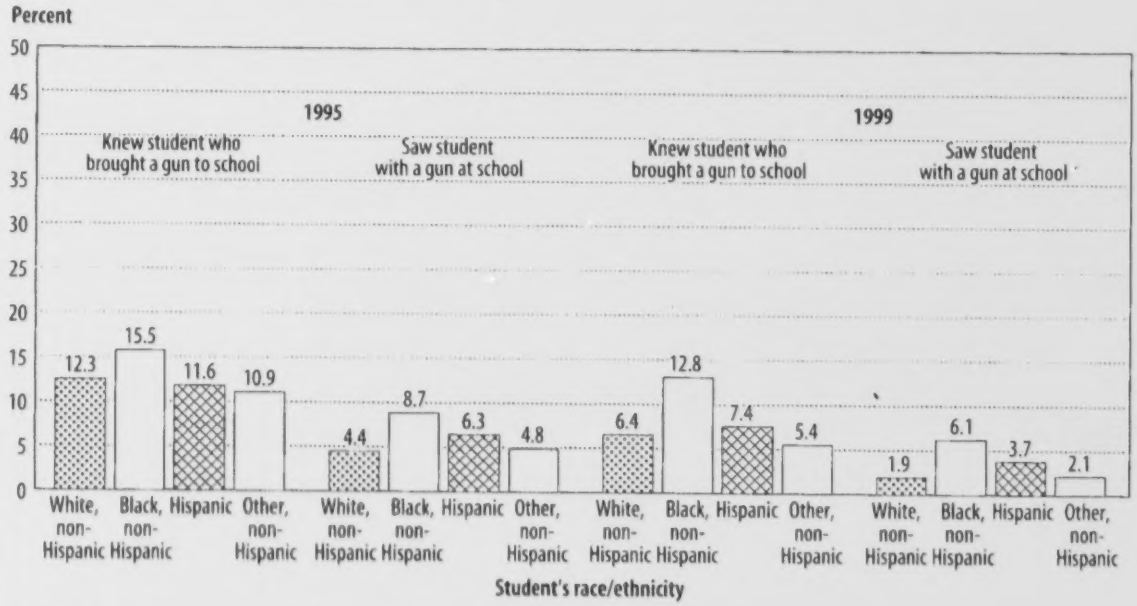
Figure 25.—Percentage of students ages 12 through 18 who reported knowing or seeing another student with a gun at school, by race/ethnicity: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

The percentage of students in all racial/ethnic categories who reported seeing a gun at school decreased between 1995 and 1999. This was the case for the percentage of students who reported knowing another student with a gun as well, with the exception of Black students, who had no measurable differences detected in the 2 years.[17]

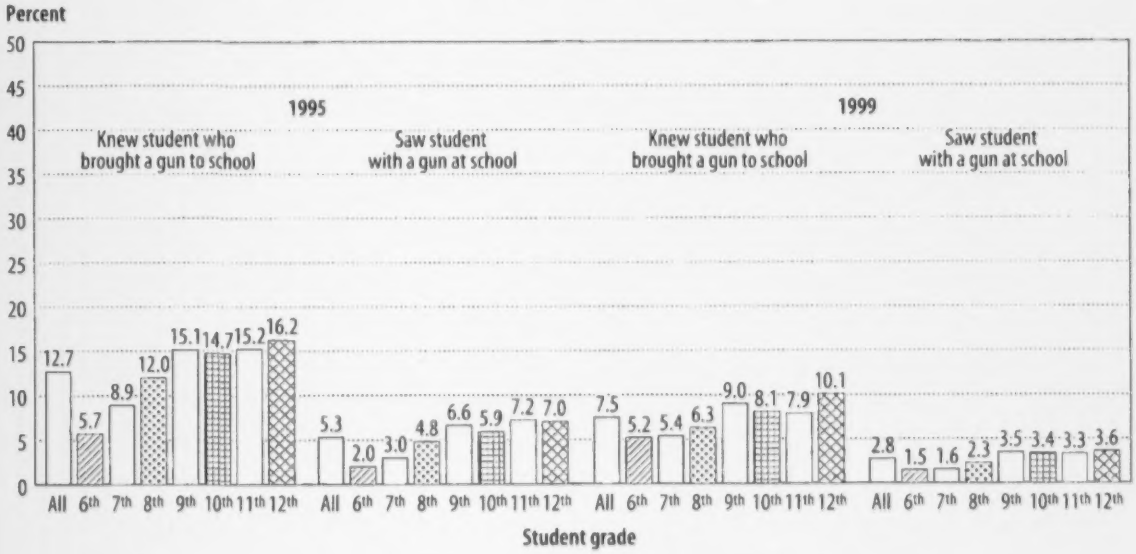
In both 1995 and 1999, students in upper grade levels were more likely than students in lower grades to report both knowing and seeing another student with a gun at school.

Figure 26 illustrates that in 1995, 16.2 percent of 12th graders reported knowing another student with a gun at school compared with 5.7 percent of 6th graders who knew such a student. A similar pattern emerged in 1999, with 10.1 percent of 12th graders reporting that they knew a student who brought a gun to school compared with 5.2 percent of 6th graders who made such reports. Figure 26 also shows that in 1995, 7.0 percent of 12th graders, compared to 2.0 percent of 6th graders, reported seeing another student with a gun at school. In 1999, 3.6 percent of 12th graders saw another student with a gun at school compared to 1.5 percent of 6th graders.

In addition to these differences between upper and lower grade levels within survey years, the findings also show that the percentage of students who knew or saw another student with a gun at school decreased between 1995 and 1999 in every grade level, except for 6th grade. The percent of such reports for 6th graders remained at similar levels in both survey years.

[17] While there appears to be a difference between Black students who knew another student with a gun at school in 1995 and 1999, this difference was not statistically significant as a result of large standard errors associated with these estimates.

Figure 26.—Percentage of students ages 12 through 18 who reported knowing or seeing another student with a gun at school, by grade: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

An interesting change occurred between the 1995 SCS and the 1999 SCS with regard to household location and reports of the presence of guns at school. In the 1995 SCS, urban students were more likely to report both knowing and seeing another student with a gun at school than were students from suburban or rural households, who reported similar levels of both knowing and seeing such students. Specifically, 14.9 percent of urban respondents reported knowing such students compared to 12.3 percent of suburban and 11.1 percent of rural respondents, while 6.7 percent of urban respondents saw such students, compared to 4.8 percent of suburban and 4.7 percent of rural respondents (table 10). In contrast, in 1999, there were no significant differences among the three localities. Similar percentages of students from urban, suburban, and rural households reported knowing or seeing guns at school. In other words, while urban students were more likely to report both knowing and seeing other students with guns at school in 1995, they were not more likely to do so in 1999.

Comparing the percentage of students who reported knowing another student with a gun showed a decrease for all three locales between 1995 and 1999. For those who saw another student with a gun, there was also a decrease for urban and suburban students between these 2 years. The apparent decrease for rural students was not statistically significant.

In both 1995 and 1999, reports of knowing or seeing another student with a gun at school varied by the type of school that students attended. In 1995, higher percentages of public school students reported knowing (13.5 percent) and seeing (5.6 percent) another student with a gun at school than did private school students (4.4 percent and 2.0 percent, respectively) (figure 27). In 1999, public school students were still more likely than private school students to know (8.0 percent) or see (3.0 percent) another student with a gun at school than were private school students (3.2 percent and 0.9 percent, respectively). The percentage of public school students who reported both knowing and seeing others with a

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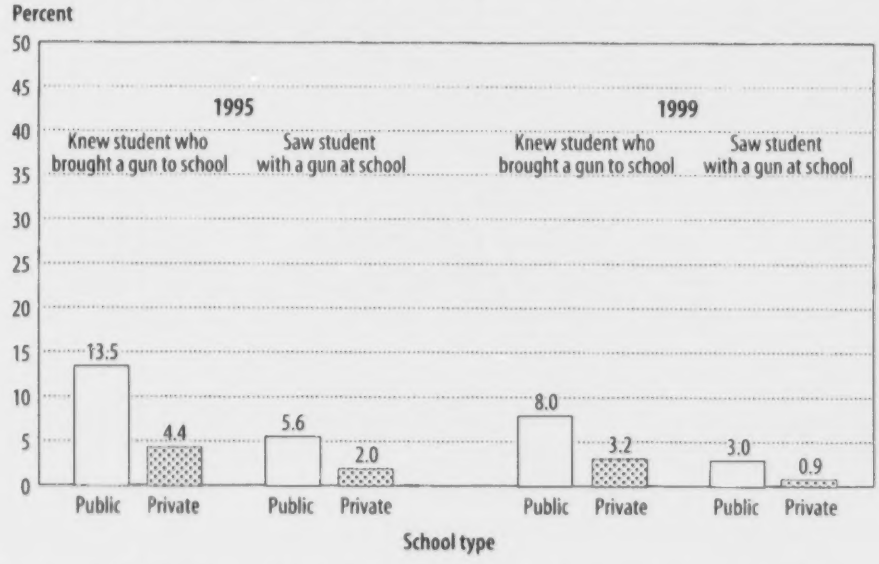
Figure 27.—Percentage of students ages 12 through 18 who reported knowing or seeing another student with a gun at school, by school type: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

gun at school dropped between 1995 and 1999, from 13.5 percent to 8.0 percent for knowing and 5.6 percent to 3.0 percent for seeing such a student. However, the percentage of private school students who reported knowing and seeing others with a gun at school was similar in 1995 and 1999.

School Environment

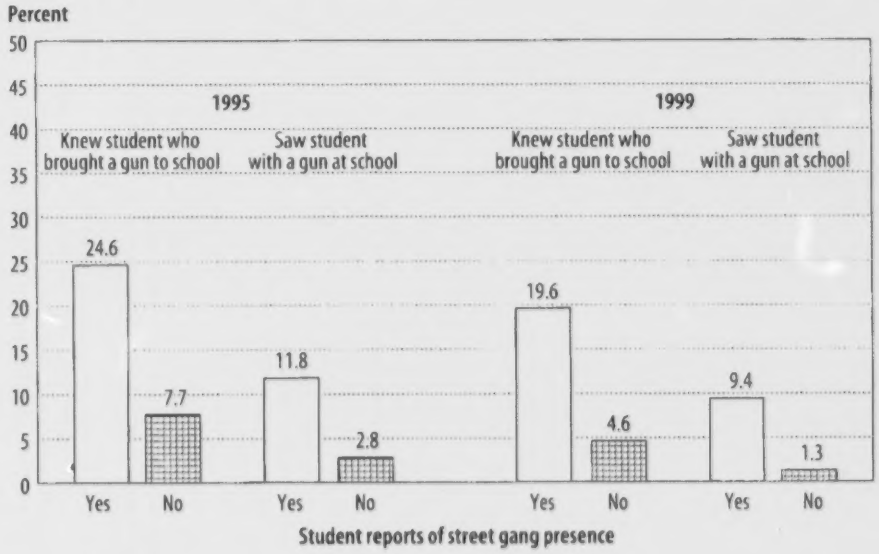
As with self-reported weapon carrying for protection, the likelihood that students report the presence of guns at school increased with certain student perceptions of the school environment, such as the presence of street gangs, fear of harm at school, and fear of harm while traveling to and from school.

In both 1995 and 1999, students who said there were gangs at school were more likely to report both knowing and seeing other students with guns at school. For example, in 1995, 24.6 percent of those who reported gang presence also reported knowing another student who brought a gun, while 7.7 percent of students who did not report gang presence also reported knowing such a student (figure 28 and table 10). Similarly, 11.8 percent of students who said there were gangs at school also said they saw a student with a gun, while 2.8 percent of those who said there were no gangs said they saw such a student.

In 1999 as well, 19.6 percent of students who reported the presence of street gangs at school responded that they knew another student who brought a gun to school, compared to 4.6 percent who did not report gang presence. When asked if they had seen another student with a gun at school, 9.4 percent of students who reported that street gangs were present at school said yes, while 1.3 percent who did not report gang presence said they had.

Among students who reported street gangs at school, there was a drop in the percentage of students who reported knowing and seeing students with a gun at school between 1995 and 1999. In 1995, 24.6

Figure 28.—Percentage of students ages 12 through 18 who reported knowing or seeing another student with a gun at school, by student reports of presence of street gangs at school: 1995 and 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1995 and 1999.

percent of students who reported street gangs at school also reported knowing another student with a gun at school. In 1999, this percentage decreased to 19.6 percent. A similar pattern occurred with reports of seeing students with a gun at school. In 1995, 11.8 percent of students who reported street gangs at school also reported seeing another student with a gun at school. By 1999, this percentage had dropped to 9.4 percent. This may be the result of decreased gang presence at school, or fewer gang members are carrying guns to school.

Another aspect of the school environment that is linked with reports of guns at school is fear. In both 1995 and 1999, students who reported fearing attack or harm at school or while traveling to and from school were more likely to report both knowing and seeing guns at school than students who were not fearful. In 1995, students who were fearful at school were more likely to report knowing (23.2 percent) and seeing (11.2 percent) another student with a gun at school than their counterparts who did not report such fear (11.8 percent and 4.8 percent, respectively) (table 10). In addition, students who reported being fearful of harm while traveling to and from school were more likely to report knowing (21.6 percent) and seeing (11.4 percent) another student with a gun at school than those students who were not fearful (12.1 percent and 4.9 percent, respectively).

In 1999, students who were fearful at school and while traveling to and from school also were more likely to report knowing and seeing another student with a gun at school. Of the students who reported fearing attack or harm at school, 16.9 percent reported knowing another student with a gun and 8.3 percent reported seeing another student with a gun at school. In comparison, of those students who were not fearful of attack of harm at school, 7.0 percent knew another student with a gun and 2.5 percent saw such students at school. Likewise, students who were fearful while traveling to and from school were more

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likely to report knowing (16.9 percent) and seeing (8.7 percent) another student with a gun at school, compared to those who were not fearful (7.1 percent and 2.6 percent, respectively).

Between 1995 and 1999, the percentage of students who reported fearing attack or harm at school and knowing a student with a gun decreased from 23.2 percent to 16.9 percent. However, the percentage of students who were fearful at school and who actually reported seeing another student with a gun were not significantly different in 1995 and 1999. There was no difference detected between 1995 and 1999 in the percentage of students who were afraid while traveling to and from school who reported either knowing or seeing a student with a gun at school.

Summary Concerning the Presence of Guns and Weapons at School

The School Crime Supplement is unique in that it not only asks students whether they know of or have seen another student with a gun at school, it also asks students whether they personally have carried a gun or weapon to school. As a result of school tragedies involving gun violence, some may perceive that guns are prevalent in American schools. Findings from the 1999 SCS indicate that few students reported carrying a weapon to school for protection and even fewer reported bringing a gun to school for protection. Moreover, the percentage of students who knew or saw another student with a gun at school dropped between 1995 and 1999.

Students who carry weapons to school may do so for a variety of reasons, some of which are suggested by the 1999 SCS findings. Consistent with the research of Kingery, Coggeshall and Alford (1999), the first possible reason is based on the 1999 SCS finding that students who experienced violent victimization were more likely than those who did not to bring a weapon to school for protection. Another reason is that the 1999 SCS found that students who experienced other forms of victimization such as bullying were also more likely to bring weapons to school. A third possible reason may be that certain other aspects of the school environment increased the likelihood that students would bring weapons to school. Specifically, students who attended schools where street gangs were present were more likely to bring a weapon to school than students who did not report gangs at school. This is consistent with previous studies (Simon, Dent and Sussman 1997; Ralph et al. 1995; Callahan and Rivera 1992) that showed an association between gangs and weapons. In addition, students who attended schools in which they knew another student with or saw a gun also were more likely to carry a weapon to school. Finally, students who fear attack or harm at school were more likely than those who were not fearful to carry a weapon to school for protection, a finding consistent with other research (May 1999). These findings provide the foundation for additional research in this area.

The 1999 SCS found that a small percentage of students knew or actually saw another student with a gun at school. When gun presence was reported at school, however, it varied by certain student characteristics previously reported by others (Chandler et al. 1998), such as grade level and whether the student attended public or private school. Results also showed variation by students' race/ethnicity.

Two of the findings from the 1999 SCS analysis run contrary to those of prior studies. The first has to do with the location of students' households. In 1995, urban students were more likely to report both knowing of and seeing a gun at school, while in 1999, they were not more likely to do so. The second concerns finding no differences between males and females in reports of knowing others with guns and seeing guns at school. While this seems to contradict Vaughan et al.'s (1996) study, in which boys were found to be more likely than girls to see others with weapons, it is important to note that differences in methodology exist between the two studies. Specifically, the 1996 study included weapons other than guns and included only inner-city junior high school students, while the SCS questions focused only on guns at school and involved students from a broader range of locations and grade levels.

Chapter Five

Students' Reports of Hate-Related Words and Hate-Related Graffiti at School

A new topic in the 1999 School Crime Supplement (SCS) is hate-related behavior at school. The 1999 SCS asked students about two forms of this behavior: the use of hate-related words directed toward the student and the presence of hate-related graffiti at school.

Use of Hate-Related Words Toward Students

Previous Research

Nationwide concern about the prevalence of hate crime activity in general has grown (Bureau of Justice Assistance 1997). This bias-motivated activity poses unique harms to both the victim and the community. Garofalo (1997) described hate crimes as resulting in a "double victimization." Hate crime victims first suffer harm from the underlying crime. Unlike other crime victims, however, hate crime victims also suffer another type of victimization because they are targeted due to a certain characteristic about themselves (such as their race, religion, or sexual orientation). Because of this targeting, hate crime victims cannot use the rationalization that this crime could have happened to anyone as a coping mechanism (Garofalo 1997). Hate crimes also pose a distinct threat to the entire community by promoting fear and intimidation (Boyd, Berk, and Hamner 1996; Martin 1995). This results from the primary victim being targeted by virtue of his or her membership in a particular group and the offender's bias against that group (Boyd, Berk, and Hamner 1996).

The issue of hate-motivated behavior is also a growing concern for educators (U.S. Department of Education 1998). The scope of this concern extends beyond the definition of hate crimes to include hate-motivated behaviors at school, such as harassment and intimidation. A number of school districts and individual schools have implemented hate prevention programs and policies intended to establish a school climate in which hate-motivated behavior will not be accepted.

Little is known about the extent of hate-motivated behavior in schools. Systematic data collection on hate crimes in general started only within the past decade. Nationally, the Federal Bureau of Investigation (FBI) collects data on hate crimes reported to local police as part of its Uniform Crime Reporting program, but these data have limits in providing information about hate crimes in elementary and secondary schools for two reasons. First, to be included in the FBI counts, criminal activity must occur and the victimization must be reported to police. Second, while the data are disaggregated according to the location of the hate crime (such as a church, school, or residence), the school location category combines all elementary and secondary schools and college campuses (U.S. Department of Justice 1999). Thus, since students are unlikely to report criminal victimizations that occur at school to police, the number of hate crimes reported to the FBI is limited. In addition, it cannot be ascertained if the hate crime occurred in an elementary or secondary school or on a college campus.

No national study has examined the level of hate crimes at school or the prevalence of hate language against students. However, with regard to insults in general, in one 1999 study of 3rd- through 12th-graders, 60.0 percent reported that another student verbally insulted them during the past year (Louis Harris and Associates 1999).

Prevalence of the Use of Hate-Related Words at School

The 1999 SCS is the first national survey that asks students about hate-related words at school. The questionnaire defined a hate-related word as "a derogatory or bad name" concerning "race, religion, Hispanic origin, disability, gender, or sexual orientation." Students were asked if anyone had called them a hate-related word in the last 6 months. Overall, 13.2 percent of students ages 12 through 18 reported that someone had called them a hate-related word (figure 29 and table 11). Student reports of being called hate-related words varied by student characteristics such as gender and race/ethnicity as well as by school environment factors including reports of fear of harm or attack, avoidance behaviors, being bullied, and gang presence at school.

Student Characteristics

Reports of hate-related words at school varied by gender. Girls (14.3 percent) were more likely than boys (12.3 percent) to report being called a hate-related word (table 11). In addition, these reports varied by race/ethnicity. Black (16.5 percent) students were more likely than White (12.6 percent) or Hispanic (12.1 percent) students to say they had been called a hate-related word. However, there was no difference detected between Black and Other, non-Hispanic students (figure 30).

Figure 29.—Percentage of students ages 12 through 18 who reported that they were called a hate-related word at school: 1999

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

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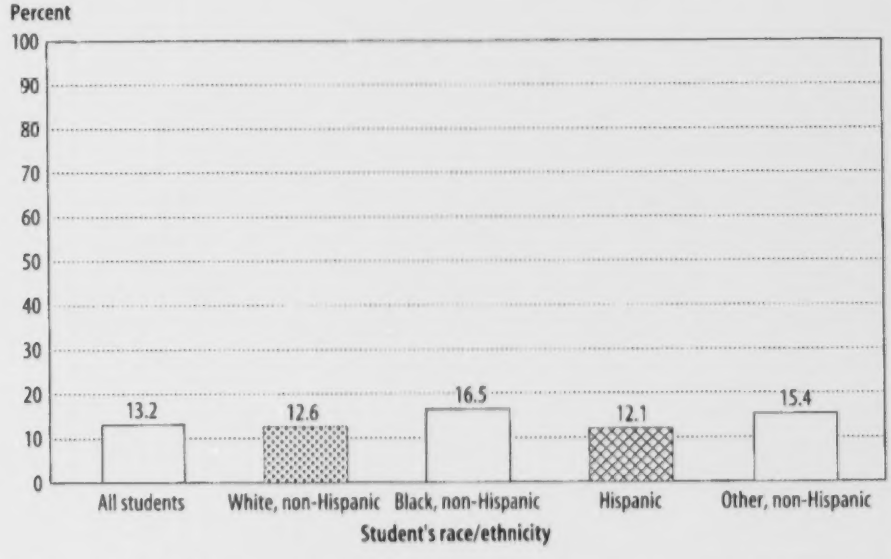
Figure 30.—Percentage of students ages 12 through 18 who reported that they were called a hate-related word at school, by race/ethnicity: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

School Environment

Students who reported fear of attack or harm at school or while traveling to and from school were more likely to report being called a hate-related word than students who did not report such fears (figure 31). Of those who reported fear at school, 42.2 percent also said that they were called a hate-related word, compared to 11.6 percent of those who were not fearful. Of those who reported fear while traveling to and from school, 34.4 percent said that they were called a hate-related word, contrasted with 12.4 percent who did not report such fears. Students who reported being fearful at school were more likely than those who reported fearing traveling to and from school (42.2 percent and 34.4 percent, respectively) to report being called a hate-related word.

Students who reported avoidance behavior in order to avoid harm also were more likely to report being called a hate-related word. Figure 32 illustrates that among students who had been called hate-related words, 24.5 percent reported avoiding school, 49.6 percent reported avoiding classes, and 47.1 percent reported avoiding participation in extracurricular activities. Comparable percentages for those who reported being called hate-related words but did not engage in avoidance behaviors were as follows: 13.0 percent for those who did not avoid school, 13.1 percent who did not avoid class, and 13.0 percent who did not avoid extracurricular activities.

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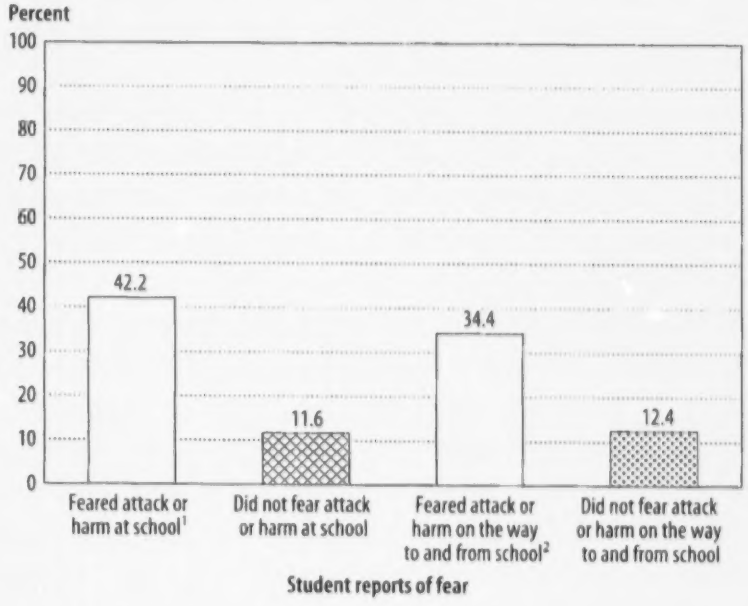
Figure 31.—Percentage of students ages 12 through 18 who reported that they were called a hate-related word at school, by student reports of fear of attack or harm: 1999



[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

Figure 33 illustrates that students who were bullied (50.2 percent) were also more likely to report being called a hate-related word than were students who were not (11.3 percent).

Finally, students who reported the presence of street gangs at school (26.4 percent) were more likely to report being called a hate-related word than were students who did not report gang presence (9.8 percent) (table 11).

Presence of Hate-Related Graffiti at School

Previous Research

Another form of hate-motivated behavior is hate-related graffiti. Such graffiti creates a negative school climate. For instance, racially motivated graffiti has been thought to increase feelings of revenge by students who are part of the group targeted by the graffiti (Vestermark and Blauvelt 1978). No national studies have been conducted concerning the prevalence of hate-motivated graffiti on school grounds. Advocacy groups such as the Anti-Defamation League of B'nai B'rith collect data on particular types of hate-motivated vandalism, such as anti-Semitic graffiti. The annual reports of these data, though, do not distinguish schools from other locations of graffiti (Anti-Defamation League 2000).

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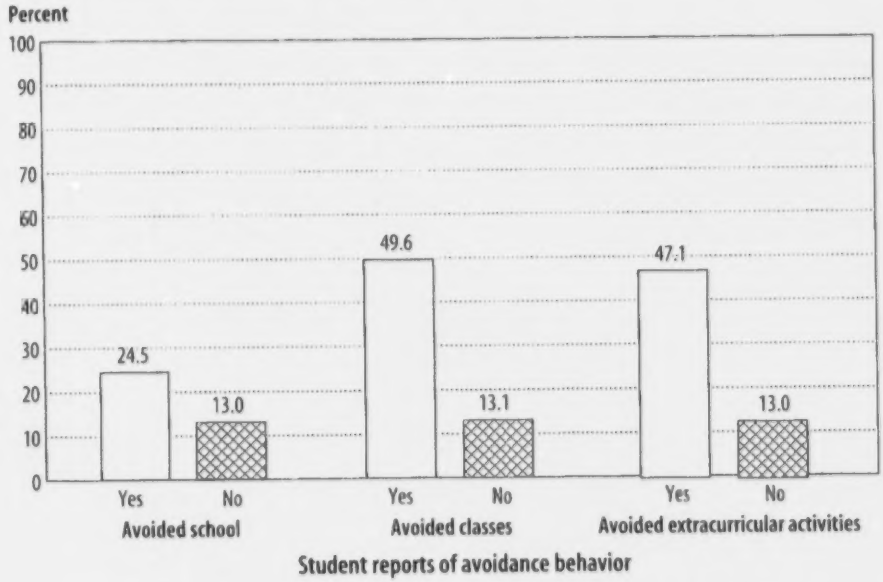
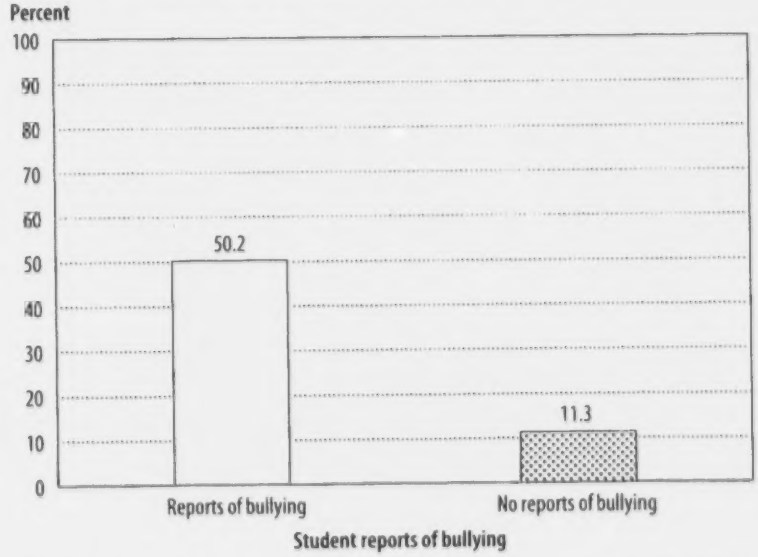
Figure 32.—Percentage of students ages 12 through 18 who reported that they were called a hate-related word at school, by student reports of avoidance behavior: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

Figure 33.—Percentage of students ages 12 through 18 who reported that they were called a hate-related word at school, by student reports of bullying: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

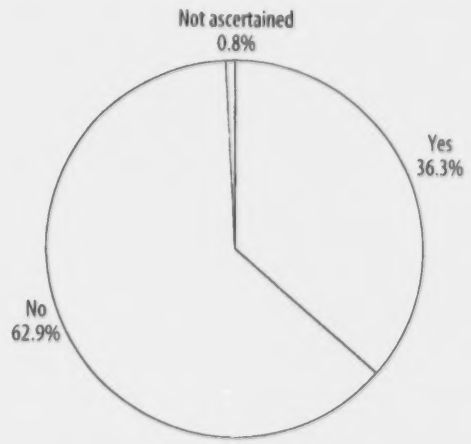
Vandalism, in general, has historically been a major concern for schools (Lawrence 1998; Rubel 1980). For one thing, it is costly. In the late 1970s, annual monetary costs of school vandalism were estimated to be between $50 and $600 million (Lawrence 1998). In addition to monetary costs, the social costs of vandalism are also high. Social costs include disruption of the school's educational programs, psychological impact on students and adults, and tensions among groups of students (Vestermark and Blauvelt 1978). Vandalism also can lower morale by increasing levels of fear or creating a sense of violation (Lawrence 1998).

While vandalism was a topic of more intense study in the 1970s and early 1980s, little research has been conducted on vandalism recently (Lawrence 1998). Currently, few states collect data on vandalism at school; however, among those that do, there is an indication that vandalism is on the rise (Goldstein and Conoley 1997). Early studies based on self-reported data suggested that vandalism peaked among 7th-graders and decreased as grade level increased and that girls were just as likely as boys to commit acts of vandalism (Zweig and Ducey 1980). To reduce the level of vandalism, increased school security measures were recommended, such as limiting access to the school through continuous monitoring by personnel or security devices (Vestermark and Blauvelt 1978; Trump 1998).

Prevalence of Hate-Related Graffiti at School

As with hate-related words, the 1999 SCS is the first national survey to ask students about hate-related graffiti at school. Students were asked if they had seen any hate-related graffiti at school in the last 6 months (figure 34). Overall, more students ages 12 through 18 reported seeing hate-related graffiti (36.3 percent) than were called a hate-related word (13.2 percent) (tables 11 and 12). Student reports of seeing hate graffiti varied by certain student characteristics, namely gender and type of school attended. How-

Figure 34.—Percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

ever, such reports did not vary by students' race/ethnicity. They also varied by school environment factors such as students' fear of attack or harm, avoidance behaviors, reports of gang presence, and the presence of security guards and staff monitors.

Student Characteristics

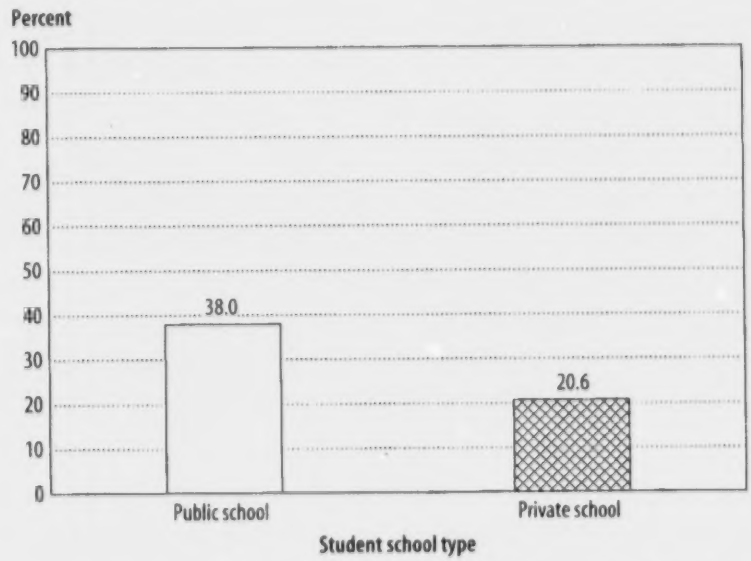
As with the use of hate-related words, girls (38.9 percent) were more likely than boys (33.8 percent) to report seeing hate-related graffiti at school (table 12). Moreover, reports of graffiti varied by school type, with public school students (38.0 percent) more likely to report seeing graffiti than private school students (20.6 percent) (figure 35).

Unlike reports of hate-related words, there was no difference detected in reports of hate-related graffiti at school based on students' race/ethnicity.

School Environment

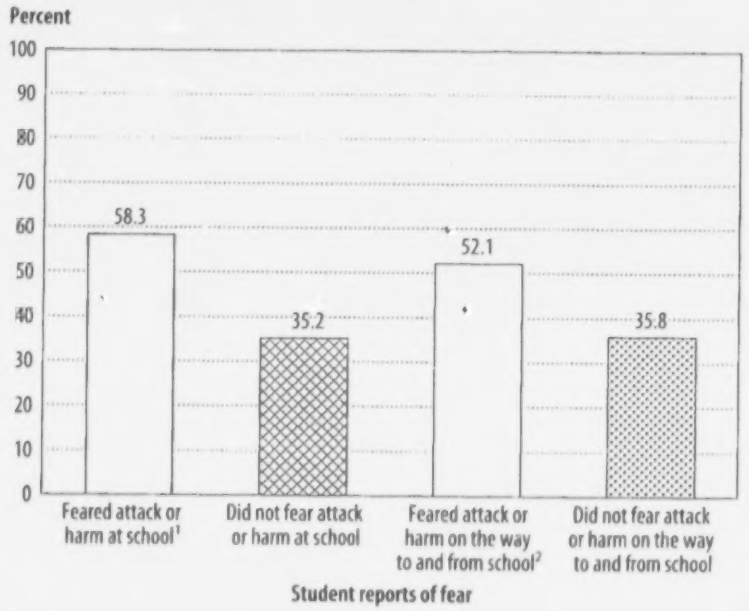
Reports of seeing hate-related graffiti at school varied by certain characteristics in the school environment. First of all, similar to student reports of being called a hate-related word, students who were afraid of attack or harm either at school or while traveling to and from school were more likely to report hate graffiti at school than were students who did not report such fears. As shown in figure 36, 58.3 percent of those who reported fear at school also reported seeing hate-related graffiti, compared to 35.2 percent who

Figure 35.—Percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by school type: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

Figure 37.—Percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by student reports of fear: 1999



[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

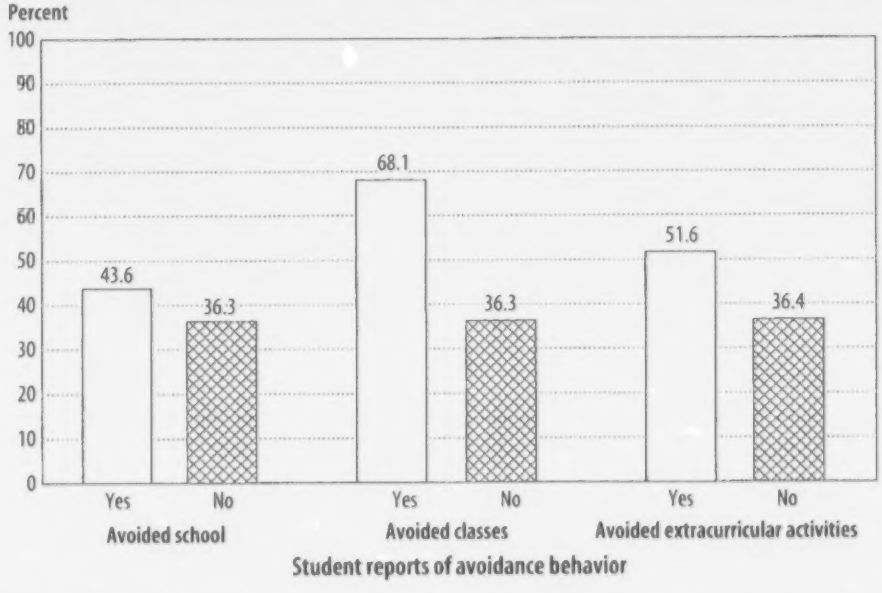
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

were not fearful. About 52.1 percent of students who reported fear while traveling to and from school said they saw hate-related graffiti at school, while 35.8 percent of students who did not report such fear reported seeing hate-related graffiti.

In addition, students who avoided classes and those who avoided extracurricular activities were more likely to report hate graffiti at school than students who did not engage in such avoidance behavior. Figure 37 indicates that 68.1 percent of students who avoided class and 51.6 percent of those who avoided extracurricular activities also reported hate-related graffiti. In contrast, 36.3 percent of students who saw hate-related graffiti did not avoid class and 36.4 percent did not avoid extracurricular activities. Among students who reported seeing hate-related graffiti, similar percentages of students did and did not avoid school.

Responses to the 1999 SCS also indicated that students who reported street gangs at school (60.3 percent) were more likely to see hate-related graffiti at school than were students who did not report gang presence (30.4 percent) (table 12). Some authors have suggested using increased monitoring to reduce vandalism in general (Vestermark and Blauvelt 1978; Trump 1998). In the 1999 SCS, higher levels of hate-related graffiti were reported by students in schools employing monitoring activities such as security guards and staff hallway monitors. Specifically, students who reported security guards at school (40.8 percent) or staff

Figure 37.—Percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by student reports of avoidance behavior: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Victimization Crime Survey, January–June 1999.

hallway monitors (37.3 percent) were more likely to report hate-related graffiti at school than were students at schools with no security guards (31.2 percent) or staff monitors (30.8 percent) (table 12).

Summary Concerning Students' Reports of Hate-Related Words and Hate-Related Graffiti at School

The 1999 SCS is the first national survey to obtain measures of hate-related behavior at school. The behaviors under investigation in the SCS include students' reports of being called a hate-related word and seeing hate-related graffiti at school. Findings indicate that girls were more likely than boys to report both being called a hate-related word and seeing hate-related graffiti. In addition, public school students were more likely to report seeing graffiti at school than were private school students.

Black students were more likely than White or Hispanic students to report being called a hate-related word, but there was no difference detected among students of different races/ethnicities with regard to seeing hate-related graffiti. One possible explanation for this finding is that the SCS asked students slightly different questions concerning these two topics. Concerning hate-related words, students responded affirmatively only if they personally were called a hate-related word. This would not capture incidents in which a student overheard hate language directed at another student. In contrast, the SCS asked students to report any hate-related graffiti they saw at school, whether or not it was directed at them or their racial/ethnic group. Additional research is needed concerning the nature of hate-related graffiti to more fully explain this finding.

Students who reported feeling fear at school or while traveling to and from school were also more likely to report being called a hate-related word than were students who did not report being afraid. Moreover, those who reported fear at school were more likely to report hate-related words than were those who were fearful while traveling to and from school. Similarly, both those who were fearful at school or while traveling to and from school were also more likely than those who were not afraid to report seeing hate graffiti at school.

Students who engaged in avoidance behavior were also generally more likely to report being called a hate-related word as well as seeing hate-related graffiti. These findings suggest that students may feel vulnerable and unsafe when they are the targets of hate-related words and thus avoid places where such targeting is likely to happen.

The 1999 SCS data also showed that students who were bullied were more likely to report being the target of hate-related words than those who were not bullied.

Students who reported the presence of street gangs were also more likely to fall victim to hate-related words and to see hate-related graffiti than those who did not report gangs at school.

Another interesting finding that emerged from these analyses involves security measures and reports of graffiti. That is, students' reports of hate-related graffiti were more likely in schools reported to have security guards or staff hallway monitors than those who did not employ these measures. There are several possible alternative reasons that may explain these results. First, these schools may have other problems besides the elimination of graffiti that require the use of these security measures. The measures may be effective against these other problems, but ineffective against graffiti. Second, schools that use security guards and monitors may have pre-existing problems including graffiti that could be present to an even greater extent without the use of guards and monitors. Third, since it cannot be determined from the SCS data what days and times the guards and monitors work, it is possible that, if they do not work around the clock, graffiti is created at night or other times when they are not present.

Chapter Six

Students' Reports of Bullying at School

Previous Research

Many Americans, including school personnel, do not consider bullying a serious problem, but instead view it as a normal part of childhood (Lawrence 1998; Arnette and Walsleben 1998). However, some researchers suggest that bullying is the most underrated problem in the nation's education system (Stephens 1997). In any case, bullying appears to pose a significant and pervasive problem for both students and schools (Stephens 1997).

The term "bullying" covers a range of behaviors including name calling, fist fights, ostracism, extortion, and sexual harassment (Arnette and Walsleben 1998). Farrington (1993) found no single accepted definition of bullying. However, most researchers agree that bullying involves certain key elements such as: "physical, verbal or psychological attack or intimidation that is intended to cause fear, distress or harm to the victim; an imbalance of power, with the more powerful child oppressing a less powerful one; absence of provocation by the victim; and repeated incidents between the same children over an extended period of time" (Farrington 1993, 384).

The problems caused by bullying affect both the victim and the school environment. Bullying has immediate and long-term consequences for the victim. Immediate consequences can include psychological distress, lack of concentration on schoolwork, and fear of school (Farrington 1993). Some students respond to being bullied by withdrawing and staying home from school. One study of persistent absentees found that 15.0 percent said bullying was the initial reason for staying away from school and 19.0 percent said it was one of the major reasons for continued absence (Farrington 1993). Other victims of bullying may become aggressive toward other students (Lawrence 1998). Bullying also has long-term consequences for its victims, who may suffer from low self-esteem and increased depression up to 10 years after the bullying episode (Farrington 1993). In addition to affecting the victim, bullying also has negative effects on the school learning environment for all students (Arnette and Walsleben 1998).

Prior studies in European countries indicate a high prevalence of bullying, with some surveys finding that half of the student respondents were the victims of bullying (Farrington 1993). Studies in the United States also suggest that a significant number of students are subjected to bullying at school. In a study of 4th through 6th graders, for example, 1 in 4 students reported being bullied in the past 3 months and 1 in 10 were bullied weekly (Arnette and Walsleben 1998). In addition, the 1993 National Household Education Survey (NHES) of 6th through 12th graders found that 56.0 percent knew that bullying occurred at school and 8.0 percent reported being the victim of bullying since the beginning of the school year (Nolin, Davies and Chandler 1995).

The National Institute of Child Health and Human Development conducted a study of students in 6th through 10th grades. The Health Behavior of School-aged Children (HBSC) study was designed to examine those students who were the perpetrators of bullying and those who were the victims of bullying (Nansel et. al., 2001). The HBSC found that 24.2 percent of students reported being bullied once or twice, 8.5 percent of students reported being bullied sometimes, and 8.4 percent of students reported being bullied weekly. The study also found that bullying decreased as student grade level increased, Black

students were less likely to be involved in bullying than students of other racial/ethnic backgrounds, and males were more likely to experience bullying than females. The HBSC did not find that students from urban, suburban and rural areas reported different rates of involvement in bullying.

Several aspects of the study differed from the School Crime Supplement (SCS) survey. First, the definition of bullying included, "...when another student or a group of students, say or do nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she doesn't like. But it is not bullying when two students of about the same strength quarrel or fight." (Nansel et. al., 2001). The SCS does not prompt students to include teasing or verbal abuse, and it did not exclude bullying from students of similar strength. Another difference is that the HBSC included those behaviors that occurred at and away from school, while the SCS only asked students about bullying at school. Finally, the HBSC asked students to report the frequency of the bullying as either once or twice, sometimes, or weekly. The SCS question asks students if they have been bullied in the last 6 months, and prompts the students to include behavior such as being picked on a lot or asked to do things that they did not want to do.

Prior national and international research indicates that there are a number of common characteristics among bullying victims. These studies show that boys and girls tend to be equally victimized (Farrington 1993; Whitney and Smith 1993) and that bullying is less common among older students (Farrington 1993; Whitney and Smith 1993). Indeed, the 1993 NHES study found that twice as many junior high school students reported being bullied as did senior high school students (Nolin, Davies and Chandler 1995). Bullies tend to come from lower income families, suggesting that areas with more lower income households may also experience a higher degree of reported bullying (Farrington 1993; Whitney and Smith 1993).

At school, bullying is believed to occur most frequently in areas where there is little adult supervision, such as playgrounds. Thus, some have recommended increasing supervision during less structured periods during the school day, such as recess or lunch hour, as a means of preventing bullying (Hawkins, Farrington and Catalano 1998).

Prevalence of Bullying at School

In 1999, the SCS questionnaire asked students for the first time about being the victim of bullying at school. Approximately 5.1 percent of students ages 12 through 18 responded that they had been bullied at least one time during the past 6 months (figure 38). Reports of bullying varied by student characteristics such as grade level, type of school attended, race/ethnicity, and income, but not by gender or household location. Reports of being bullied also differed by certain factors in the school environment, including gang presence, weapon carrying, fear at and traveling to and from school, and avoidance behaviors. However, the use of school security measures did not make a difference in the extent to which students were bullied relative to schools without such measures.

Student Characteristics

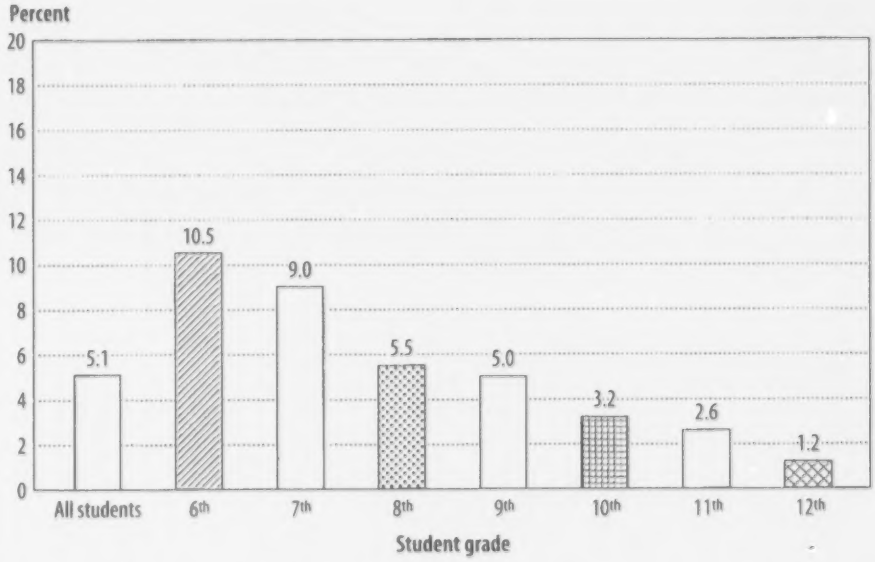
Students in higher grades in the 1999 SCS were less likely than students in lower grades to report being bullied at school. Figure 39 illustrates that 10.5 percent of 6th graders were bullied compared to 1.2 percent of 12th graders.

In addition, public school students (5.3 percent) were more likely than private school students (2.8 percent) to have been bullied (table 13). Reports of bullying were similar for White, Black, and Hispanic students. However, both White (5.3 percent) and Black (5.5 percent) students were bullied more than were Other, non-Hispanic students (2.5 percent) (table 13).

Figure 38.—Percentage of students ages 12 through 18 who reported being bullied at school: 1999

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Figure 39.—Percentage of students ages 12 through 18 who reported being bullied at school, by grade: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Findings from the 1999 SCS indicate that students from households with lower incomes were generally more likely to report being bullied than students from households with higher incomes (table 13).

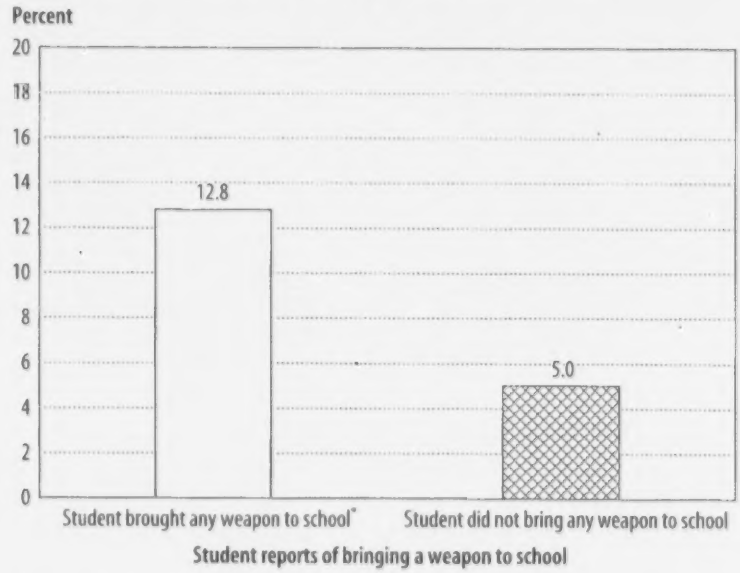
In the 1999 SCS, reports of bullying were similar for female and male students. In addition, no differences were detected in reports of bullying for students from households in urban, suburban, and rural areas.

School Environment

Reports of bullying also varied by certain factors in the school environment. First, students who reported the presence of street gangs at school (8.4 percent) were more likely to have been bullied than were students who did not report gangs (4.2 percent) (table 13). Second, students who reported being afraid of harm or attack at school (26.4 percent) as well as those who were afraid while traveling to and from school (15.1 percent) were more likely to report being bullied than were those who did not have such fears (3.9 percent for those not afraid at school and 4.7 percent for those not afraid while traveling) (table 13). Third, students who reported having carried a weapon to school for protection (12.8 percent) were more likely than students who did not carry a weapon (5.0 percent) to report being bullied (figure 40).

Findings from the 1999 SCS also suggest that students who engage in avoidance behavior also tend to be victims of bullying. Students who reported avoiding school (16.7 percent), class (31.0 percent), and extracurricular activities (33.2 percent) were more likely to report being bullied than were students who did not avoid school (4.8 percent), class (5.0 percent), and extracurricular activities (4.9 percent) (table 13).

Figure 40.—Percentage of students ages 12 through 18 who reported being bullied at school, by student reports of bringing any weapon to school: 1999



*If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Finally, the use of school security measures did not appear to make a difference in the prevalence of student reports of bullying. Students who reported the existence of security guards, staff hallway monitors, and metal detectors reported similar levels of being bullied as students who did not report such measures at school.

Summary Concerning Students' Reports of Bullying at School

Bullying behavior commonly involves intimidation or attack that results in fear and domination over time (Fagan and Wilkinson 1998, Farrington 1993; Stephens 1997). Consistent with prior research on bullying (Nansel et. al., 2001; Farrington 1993; Whitney and Smith 1993), 1999 SCS students in lower grades as well as those from lower income households were more likely to report being bullied than were students in upper grades and those from higher income households.

Females and males in the 1999 SCS reported similar levels of being bullied, which was similar to that of some prior studies (Farrington 1993; Whitney and Smith 1993), but inconsistent with those studies that did find gender differences (Nansel et. al, 2001). The SCS analysis also found that public school students were more likely to report being bullied than were private school students. In the SCS, White and Black students were more likely to be report being bullied than were Other, non-Hispanic students, which represents a difference with previous research (Nansel et al, 2001). Similar to other studies (Nansel et al, 2001), there was no difference detected in reported bullying among students from urban, suburban, and rural households.

Some of the school environment characteristics that have been linked to bullying were also explored with the SCS. Findings indicated that students who reported being afraid of harm at school and traveling to and from school were more likely to report being bullied than students who were not fearful, results which are consistent with those found by other researchers (Farrington 1993). Students who are bullied may be more fearful simply because of that experience. On the other hand, they may have appeared fearful to begin with and thus were viewed as easy targets.

Students who engaged in the avoidance behaviors investigated here—avoiding school, class, and extracurricular activities—were more likely to be the victims of bullying than were those who did not avoid such places or activities. This is consistent with the work of Farrington (1993), who found that bullying can be the reason for persistent absenteeism.

Students who carried a weapon to school were more likely to report being bullied at school than were students who did not carry a weapon to school. In addition, students who reported gang presence at school were also more likely to have been the victims of bullying than were those who did not report gangs. The implication of all these findings suggest that bullying may be related to circumstances that are not conducive to an effective, safe school environment. Future analysis should investigate the effect that the combination of these student and school characteristics may have on bullying at school.

Supervision by security guards and staff monitors and the presence of metal detectors were not found to be associated with students' reports of being bullied. There are several possible explanations for this finding. These types of security measures may be ineffective in decreasing the amount of bullying at school. It is possible that these security measures are not provided in the locations or times in which bullying is likely to occur. Supervision may be employed to target other victimization problems and may ignore behaviors commonly associated with bullying. Moreover, schools employing security guards and monitors may have had high pre-existing levels of bullying, and implementation of security measures may have helped bring bullying levels down to those comparable to schools without security measures. However, due to the cross-sectional nature of the SCS data, the causal relationship of security measures and bullying cannot be fully explored.

Chapter Seven

Students' Avoidance of School, Classes, and Extracurricular Activities

Previous Research

Avoidance behavior by students can take many forms, including avoiding extracurricular activities, avoiding classes, and avoiding school entirely due to concern or fear of victimization or harm at school. Analysis of previous School Crime Supplement (SCS) data shows that 5.0 percent of students in 1989 and 9.0 percent of students in 1995 reported avoiding one or more places at school (Kaufman et al. 1999). Fear may not only cause a student to avoid participating in school activities (McDermott 1980) but it also may cause students to be less willing to attend school or participate in class (Hamburg 1998; Lawrence 1998).

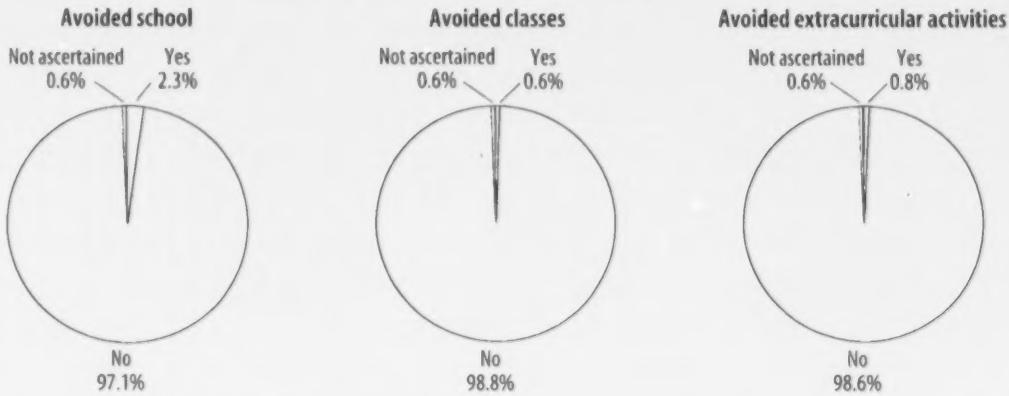
Engaging in avoidance behavior can have detrimental effects on students. For example, students who are preoccupied with avoiding harm at school concentrate less on their schoolwork (Nolin, Davies and Chandler 1995). Avoidance behaviors in the form of missing classes or days of school can also directly influence a student's ability to learn and, taken to its extreme, such behavior can result in students leaving a school altogether. A 1999 study of public school teachers and students found that 41.0 percent of teachers and 63.0 percent of students reported that violence in their school was a factor in students leaving their school (Louis Harris and Associates 1999).

While little research has been done on the extent and nature of students' avoidance behaviors, research to date suggests that certain students may be more likely to engage in avoidance behaviors. In a 1999 study conducted by the Centers for Disease Control and Prevention, about 5 percent of students reported not attending school at least one day in the prior month because they felt unsafe at school. Hispanic students were more likely to miss school because of concerns for their safety than were White and Black students (Centers for Disease Control and Prevention 2000). In the 1993 National Household Education Survey (NHES) of 6th- through 12th-graders, Hispanic and Black, non-Hispanic students were more likely to engage in avoidance behaviors than were White, non-Hispanic students. In addition, public school students and younger students were more likely to avoid certain areas of school (Chandler, Nolin and Davies 1995). However, an analysis of the 1989 SCS data found that, controlling for other factors, older students were more likely to avoid certain places in school and avoid school altogether than were younger students (Lab and Whitehead 1994). The authors explain their finding by suggesting that older students are more likely to engage in avoidance behavior because they have greater mobility in and around school than do younger students. Finally, in a study that examined data from both the 1989 SCS and 1993 NHES, students who reported gangs at school were also more likely to report avoiding areas in the school (Ralph et al. 1995).

Prevalence of Avoidance Behavior

The 1999 SCS questionnaire asked students ages 12 through 18 whether they engaged in certain avoidance behaviors, specifically, whether they had avoided school, classes, or participation in extracurricular activities in the past 6 months because they thought someone might attack or harm them. As indicated in

Figure 41.—Percentage of students ages 12 through 18 who reported avoidance behaviors: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

figure 41, the vast majority of students did not engage in avoidance behavior: 97.1 percent did not avoid school, 98.8 percent did not avoid classes, and 98.6 percent did not avoid extracurricular activities. Reports of avoidance behaviors varied by several factors in the school environment, namely prevalence of criminal victimization, reports of bullying and gang presence, and fear of attack or harm at school and while traveling to and from school.[18]

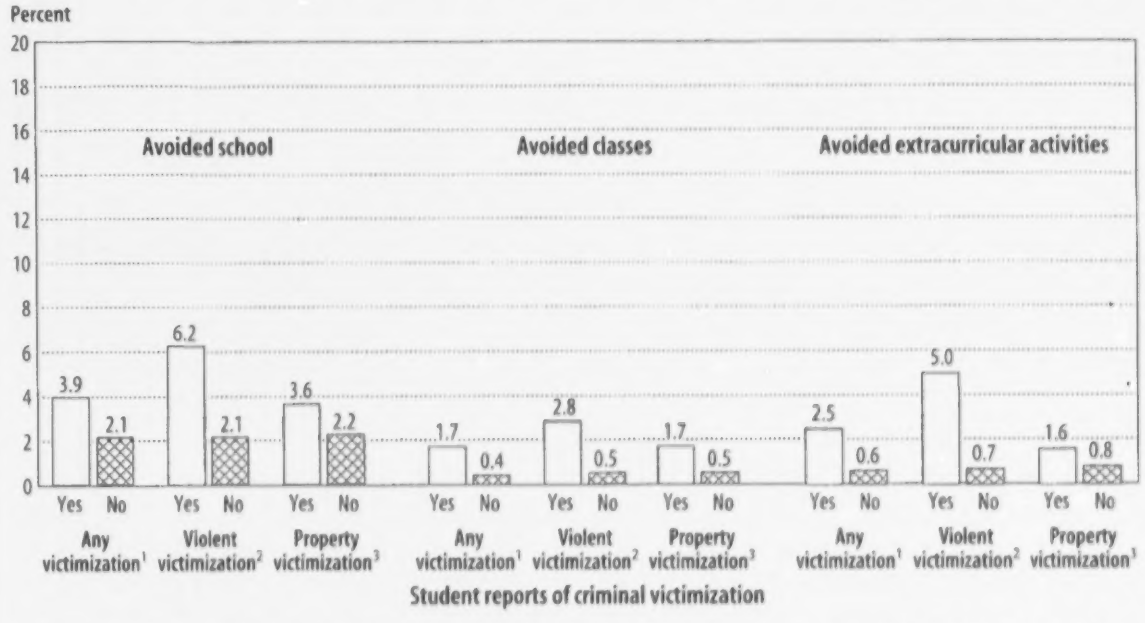
School Environment

Students who reported any type of victimization at school were more likely than those who had not experienced any victimization to avoid school (3.9 percent vs. 2.1 percent, respectively), class (1.7 percent vs. 0.4 percent, respectively), and participation in extracurricular activities (2.5 percent vs. 0.6 percent, respectively) (figure 42 and tables 14, 15, and 16). Similarly, those who experienced violent victimization were more likely than those who had not experienced violent victimization to avoid school (6.2 percent vs. 2.1 percent, respectively), class (2.8 percent vs. 0.5 percent, respectively), and extracurricular activities (5.0 percent vs. 0.7 percent, respectively). Students who experienced property victimization, however, were more likely than were those not victimized in this way to avoid class (1.7 percent vs. 0.5 percent, respectively) but not school or extracurricular activities. In other words, students who experienced any victimization and, in particular, violent victimization, were more likely to stay away from school, class, and extracurricular activities. But students who were the victims of theft were more likely to avoid only the classroom, not school in general, or activities outside of school.

Students who reported that street gangs were present at school were more likely than those who did not report gang presence to avoid school (4.2 percent vs. 2.0 percent, respectively), class (1.8 percent vs. 0.4 percent, respectively), and extracurricular activities (2.2 percent vs. 0.6 percent, respectively) (tables 14, 15, and 16).

[18] Student characteristics are not included in this section because few significant differences were found among categories of these variables.

Figure 42.—Percentage of students ages 12 through 18 who reported avoidance behaviors, by student reports of experiencing criminal victimization at school: 1999



[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Students who were bullied were also more likely to engage in avoidance behavior than were those who were not. Figure 43 illustrates that 7.5 percent of those who reported being bullied avoided school, 3.6 percent avoided class, and 5.5 percent avoided extracurricular activities, compared to 2.0 percent who were not bullied who avoided school, 0.4 percent who avoided class, and 0.6 percent who avoided extracurricular activities.

Of those students who reported fearing harm or attack at school, 9.6 percent avoided school, 5.8 percent avoided class, and 7.6 percent avoided participating in extracurricular activities. Among the students who did not fear harm or attack at school, 1.9 percent avoided school, 0.3 percent avoided class, and 0.4 percent avoided extracurricular activities (figure 44).

Similarly, students who reported being fearful while traveling to and from school were more likely than students who were not fearful to avoid school (4.6 percent vs. 2.2 percent, respectively), avoid class (3.9 percent vs. 0.4 percent), and avoid extracurricular activities (6.1 percent vs. 0.6 percent) (tables 14, 15, and 16).

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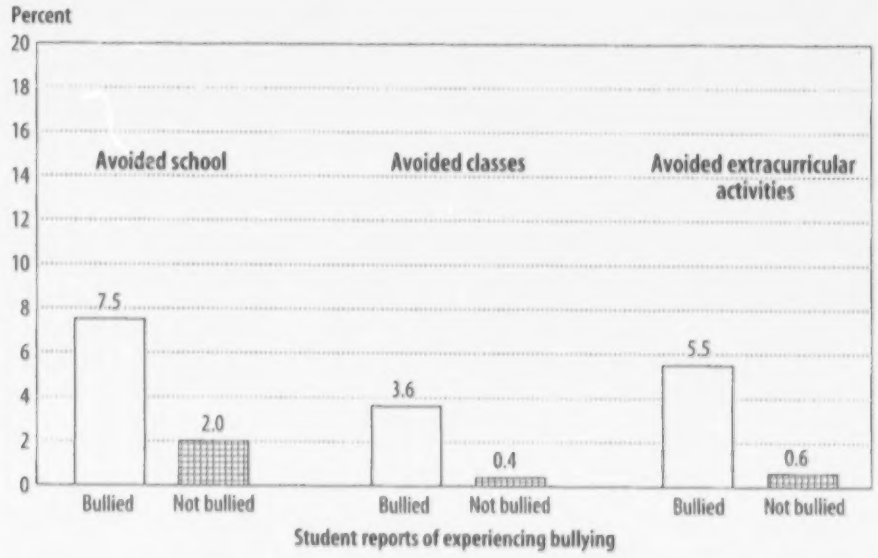
Figure 43.—Percentage of students ages 12 through 18 who reported avoidance behaviors, by student reports of experiencing bullying at school: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

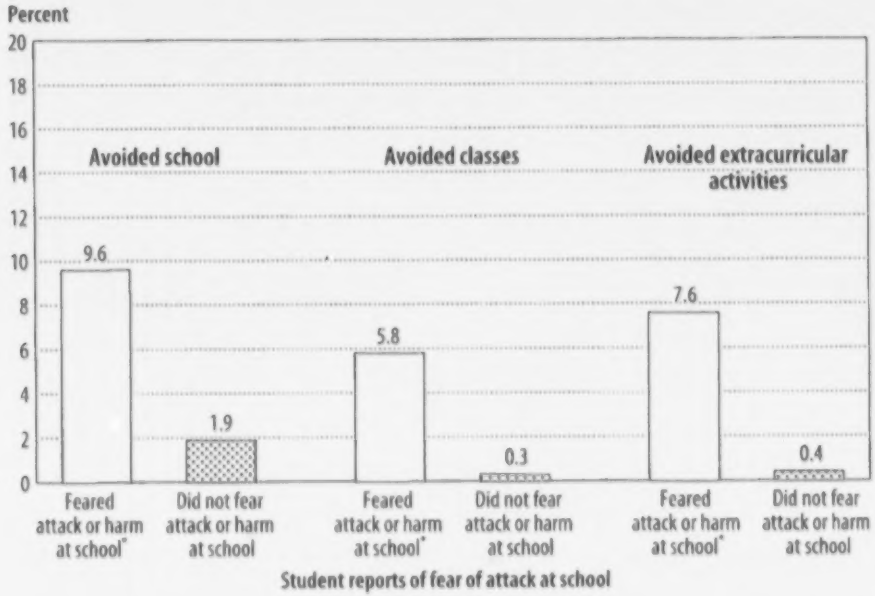
Summary Concerning Students' Avoidance of School, Classes, and Extracurricular Activities

Avoidance behavior, such as skipping school, cutting class, or avoiding participation in extracurricular activities can have detrimental effects on a student's effectiveness in school. In general, results from the 1999 SCS indicate that the vast majority of students do not avoid school, class, or extracurricular activities because they feared they would be harmed.

Student reports of engaging in avoidance behaviors because of fear were found to vary by certain characteristics in the school environment. One of these, the increased likelihood of avoidance behaviors by students who also reported gang presence at school, is consistent with prior research (Ralph et al. 1995). Other 1999 SCS findings concerning the school environment have not been emphasized in previous studies. For example, students who reported violent victimization were more likely to report avoiding school, class, and extracurricular activities than were students who were not so victimized. Those who had experienced property victimization were more likely to avoid class, but not school altogether or extracurricular activities.

Students who reported experiencing bullying at school, as well as those who were afraid at school or while traveling to and from school, were more likely to avoid school, class, and extracurricular activities than were students who were not bullied or who were not fearful. Although the majority of students did not report having avoided school, class, or extracurricular activities because of fear of harm, these findings

Figure 44.—Percentage of students ages 12 through 18 who reported avoidance behaviors, by student reports of fear of attack at school: 1999



*If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

suggest that bullied and fearful students may use avoidance behaviors as a coping technique intended to prevent future bullying and to allay their fears about remaining safe. In addition, the findings suggest that students' concerns about their safety, both at school and while traveling to and from school, may affect their attendance in particular classes or at school in general as well as their participation in outside activities. An analysis of the relationship between the student and school characteristics may further inform the nature of students' avoidance behavior.

Chapter Eight

Students' Reports of Fear of Victimization at School and Traveling to and from School

Previous Research

Fear resulting from violence at school can have a considerable impact on the school. Elliott, Hamburg, and Williams (1998, page 9) suggest that fear can affect "teaching practices; children's readiness and capacity for learning; hiring and retention of teachers, administrators, and other school staff; the openness and accessibility of the campus; students' rights to privacy; the physical building and grounds; and the quality of the learning environment more generally." On an individual level, previous research has suggested that fear of victimization at school influences a student's ability to concentrate and learn (Lawrence 1998; Stephens 1997; McDermott 1980).

Research based on prior School Crime Supplement (SCS) data indicates that, in 1989, 6.0 percent of students reported feeling unsafe while they were at school, while 9.0 percent of students reported such feelings in 1995. In addition, in 1989, 4.0 percent of students reported feeling unsafe while traveling to and from school, while 7.0 percent of students reported these feelings in 1995 (Kaufman et al. 1999). A different study of 3rd through 12th graders in 1999 found that students were more likely to report feeling safe at school than they were 5 years before. Approximately 56.0 percent of students reported that they felt very safe when they were at school, compared to 8.0 percent of students who did not feel safe at school (Louis Harris and Associates 1999).

Prior research has suggested that a number of student characteristics are associated with levels of fear at school or traveling to and from school, although results have been mixed. For example, some studies have found that girls were more likely than boys to report being afraid while traveling to and from school (Alvarez and Bachman 1997; Kingery, Coggeshall and Alford 1998). However, when examining fear at school, no difference was found between girls and boys, after taking into account other factors related to feelings of fear at school (Alvarez and Bachman 1997). Another study, though, found that girls reported higher levels of fear at school than boys (Kingery, Coggeshall and Alford 1998).

Prior studies have also found that a higher percentage of Black, non-Hispanic and Hispanic students feared being attacked going to and from school and at school than did White students (Kaufman et al. 1999). In addition, students in lower grades have been found to be more fearful of victimization than those in upper grades. Public school students also have been found to be more likely to report fear of victimization than were those in private schools (Alvarez and Bachman 1997; Nolin, Davies and Chandler 1999). In another study, public school students in urban locations were less likely than those in suburban or rural locations to feel very safe at school (Louis Harris and Associates 1999).

Alvarez and Bachman (1997) found an association between fear of assault at school or traveling to and from school and the availability of drugs or alcohol at school, prior victimization, and the presence of gangs. These authors suggest that fear may be a rational reaction to conditions students face, such as the presence of gangs. Another study confirmed that students, regardless of their race, ethnicity, or place of residence, tend to report higher rates of victimization and fear when gangs were present at school (Ralph et al. 1995).

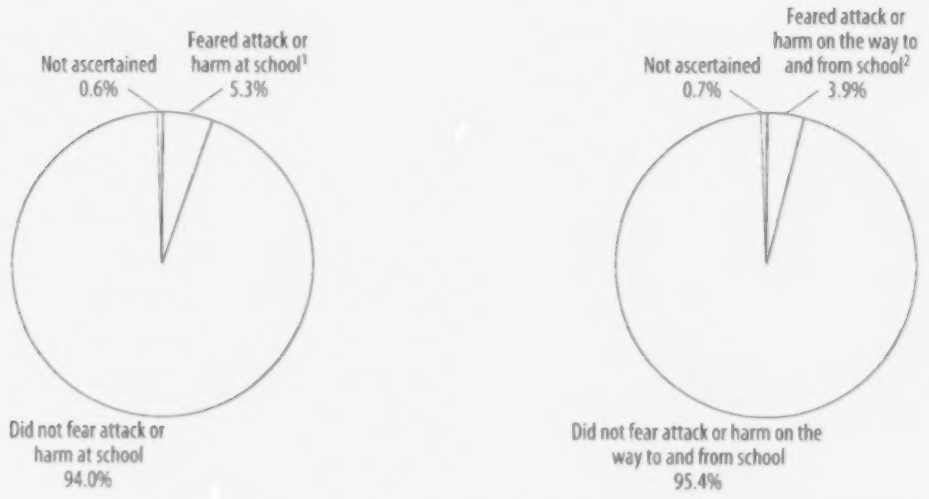
Fear of Harm at School and While Traveling to and from School

The 1999 SCS questionnaire asked students ages 12 through 18 two questions about fear. One was how often in the 6 months prior to the interview they were afraid that someone would attack or harm them at school. The other was how often in the 6 months prior to the interview they were afraid that someone would attack or harm them while they were traveling to and from school. For this analysis, students who responded that they were fearful "sometimes" or "most of the time" were considered to be afraid, while those who answered that they were "never" or "almost never" afraid of harm or attack were not considered to be fearful. In 1999, 5.3 percent of students reported being fearful at school and 3.9 percent feared harm or attack while traveling to and from school (figure 45). Such fears, however, varied by student characteristics such as gender, race/ethnicity, grade level, household location, and type of school. They also differed by factors in the school environment including the prevalence of criminal victimization, bullying, gang presence, and the use of security devices.

Student Characteristics

An interesting variation in gender differences was found between students who reported fear at school and those who reported fear while traveling to and from school. There was no difference detected between male and female students reports of being fearful at school (table 17). However, female students (4.4

Figure 45.—Percentage of students ages 12 through 18 who reported fearing attack or harm at school and while traveling to and from school: 1999


Not ascertained
0.6%
Feared attack or harm at school[1]
5.3%
Did not fear attack or harm at school
94.0%
Not ascertained
0.7%
Feared attack or harm on the way to and from school[2]
3.9%
Did not fear attack or harm on the way to and from school
95.4%

[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

NOTE: Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

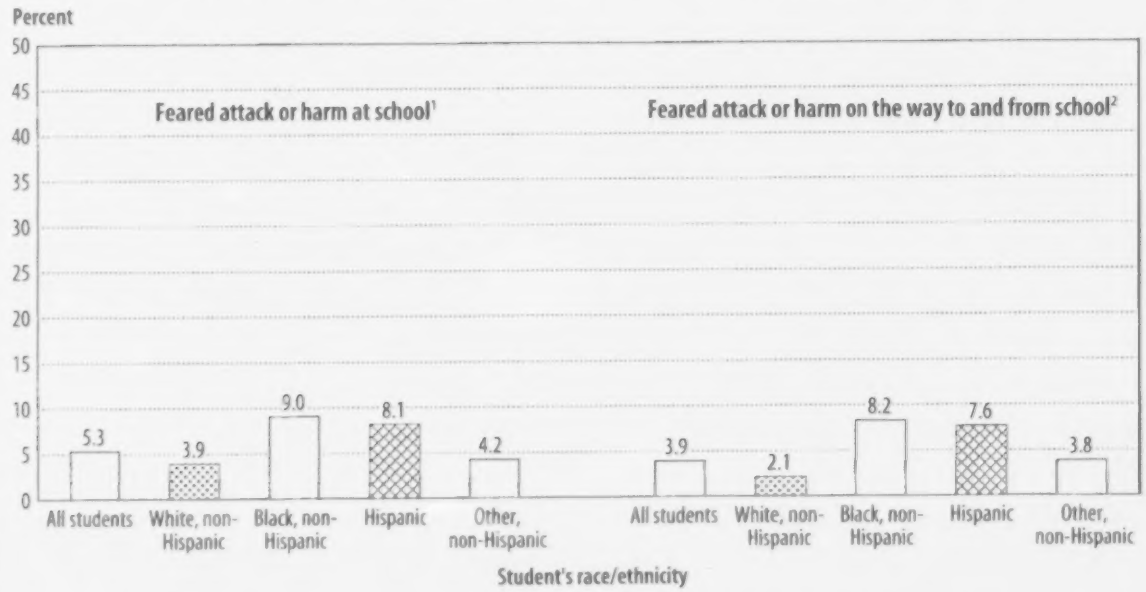
percent) were more likely than male students (3.4 percent) to report being fearful while traveling to and from school (table 18).

For other student characteristics, however, including race/ethnicity, grade level, and household location, similar patterns of variation emerge for both fear at and traveling to and from school. Black and Hispanic students reported similar levels of fearing harm or attack both at school and traveling to and from school (figure 46). Both Black and Hispanic students were more fearful than were White or Other, non-Hispanic students both at school (9.0 percent for Black and 8.1 percent for Hispanic vs. 3.9 percent for White and 4.2 percent for Other, non-Hispanic students) as well as traveling to and from school (8.2 percent for Black and 7.6 percent for Hispanic vs. 2.1 percent for White and 3.8 percent for Other, non-Hispanic students).

Students in lower grade levels were generally more likely to report being afraid of harm or attack than were those in higher grades both at school as well as traveling to and from school (figure 47).

Urban students were more likely to report being afraid of harm or attack than were suburban or rural students both at school (7.3 percent for urban vs. 4.9 percent for suburban and 3.8 percent for rural) and traveling to and from school (7.5 percent for urban vs. 2.9 percent for suburban and 1.8 percent for rural) (figure 48).

Figure 46.—Percentage of students ages 12 through 18 who reported fearing attack or harm at school and while traveling to and from school, by race/ethnicity: 1999



[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

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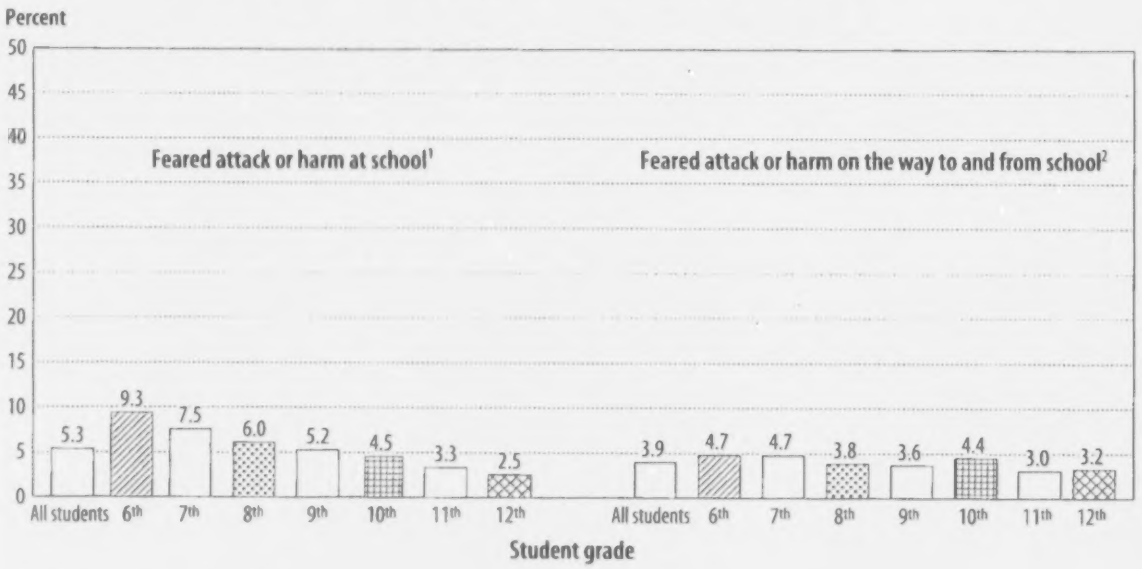
Figure 47.—Percentage of students ages 12 through 18 who reported fearing attack or harm at school and while traveling to and from school, by grade: 1999



[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

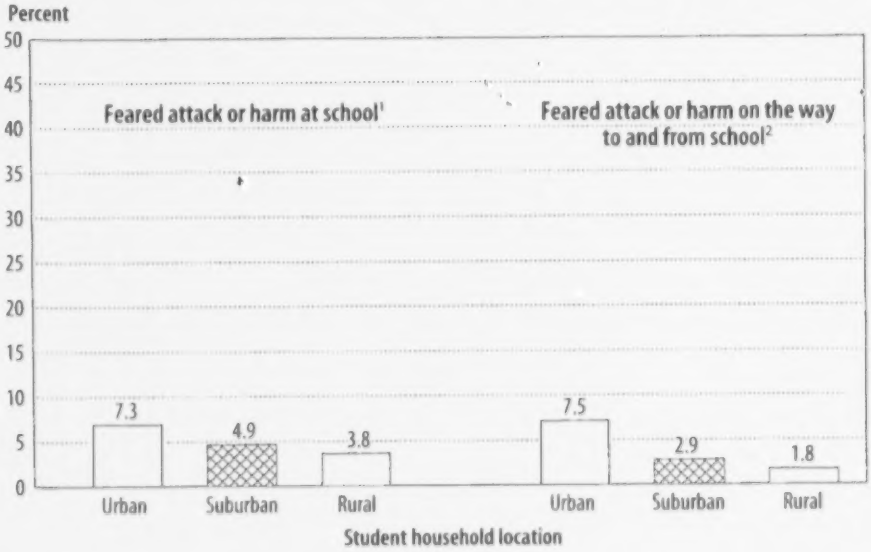
In the 1999 SCS, while public school students were more likely to report being fearful of harm or attack at school (5.7 percent) than private school students (1.7 percent) (table 17), a similar percentage of those in public and private school reported fear while traveling to and from school (table 18).

School Environment

Findings from the 1999 SCS show that victimized students were generally more likely than non-victims to be fearful at school as well as traveling to and from school. In terms of fear at school, figure 49 shows that students who reported having experienced any type of victimization were more fearful of harm or attack at school than were non-victims (13.4 percent vs. 4.2 percent, respectively). Those who had experienced violent victimization as well as property victimization were more likely to report being afraid than were those not victimized in these ways (27.9 percent vs. 4.4 percent for violent and 9.5 percent vs. 4.8 percent for property victimization).

Students' reports of fear while traveling to and from school also varied by their personal experience with criminal victimization. Students who reported experiencing any form of victimization were more fearful while traveling than were non-victims (7.7 percent vs. 3.4 percent, respectively) (figure 49). Those who had experienced violent victimization were more afraid than those not victimized in this way (14.5 percent

Figure 48.—Percentage of students ages 12 through 18 who reported fearing attack or harm at school and while traveling to and from school, by household location: 1999



[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

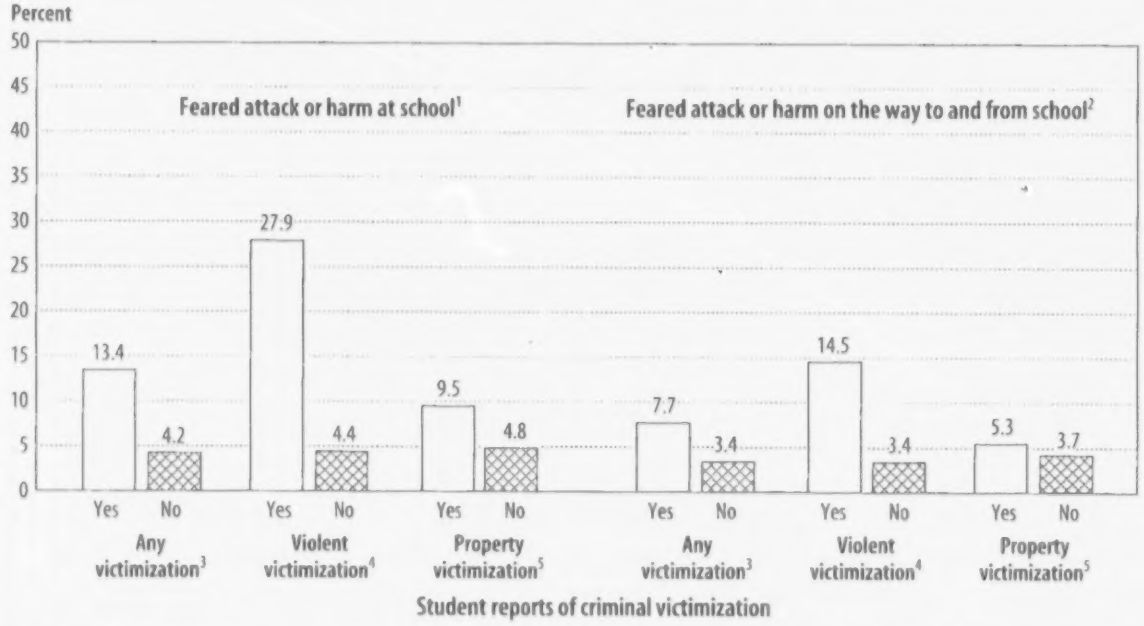
vs. 3.4 percent, respectively). However, reports of fear while traveling to school by students who experienced property victimization did not differ from those students who were not victims of property crime.

In addition, students who reported being the victims of bullying at school were more likely to report being afraid of harm or attack at school than students who were not bullied (27.5 percent vs. 4.1 percent, respectively) (table 17). Likewise, students who were bullied were more likely to report being afraid while traveling to and from school than were those who were not bullied (11.6 percent vs. 3.5 percent, respectively) (table 18).

Students' fear at school and traveling to and from school varied with the presence of street gangs. Students who reported that gangs were present at school were more likely to report being afraid both at school (11.6 percent) and traveling to and from school (9.3 percent) than students who did not report gang presence (3.4 percent for fear at school and 2.5 percent for fear while traveling to and from school) (tables 17 and 18).

Another characteristic in the school environment that was examined in the 1999 SCS analysis was the presence of metal detectors at school. Students who reported the use of metal detectors were more likely to say they were afraid at school than were those who did not report metal detectors (10.6 percent vs. 4.8 percent, respectively) (table 17).

Figure 49.—Percentage of students age 12 through 18 who reported fearing attack or harm at school and while traveling to and from school, by student reports of experiencing criminal victimization at school: 1999



[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

[3]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[4]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, or simple assault).

[5]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Summary Concerning Fear of Harm at School and Traveling to and from School

The costs of crime in schools go beyond those incurred as a result of injury or property loss. The fear that results from victimization has an impact on students, staff, and educational processes (Elliott, Hamburg and Williams 1998). The results from the 1999 SCS with regard to student reports of fear of harm or attack at school and on the way to and from school are summarized here. In general, relatively few students were fearful at school or on their way to and from school. To date, prior research has not established a clear link between gender and reported levels of fear at school and to and from school. In the 1999 SCS, no differences were detected in male and female students reporting fear at school, while female students

were more likely to report fear on the way to and from school than were male students. These findings are consistent with those of Alvarez and Bachman (1997), but more investigation of the relationship between gender and fear at school and fear on the way to and from school is needed.

Consistent with prior reports (Kaufman et al. 1999), both Black and Hispanic students were more likely than White students to be afraid at school as well as while traveling to and from school. In addition, urban students in the 1999 SCS were more likely than were suburban or rural students to report fear both at school and while traveling to and from school, results that also correspond to those reported elsewhere (Louis Harris and Associates, 1999).

In line with other studies (Alvarez and Bachman 1997; Nolan, Davies, and Chandler 1995), students in lower grades in the 1999 SCS were more likely to report being afraid of harm or attack at school as well as while traveling to and from school than were students in upper grades.

Findings from prior studies indicated that public school students were more likely to report fear of victimization than were private school students (Alvarez and Bachman 1997; Nolin, Davies and Chandler 1995). An interesting finding from the 1999 SCS involved students' reports of fear and the types of schools they attended. Specifically, the results indicate that students from public schools were more likely to fear harm or attack at school than were private school students. However, public school students were no different than private school students in reporting fear on the way to and from school. These findings suggest that public and private school students may have similar experiences while traveling to and from school (through their neighborhoods or on the bus), yet when at school, public school students are more likely to experience fear than their private school counterparts.

Consistent with other studies (Alvarez and Bachman 1997), reports of fear at school and while traveling to and from school varied by student reports of victimization at school. Students who reported being criminally victimized as well as those who were bullied were more likely to report feeling unsafe than were students who were not victimized. In particular, there were increased levels of fear at school reported by students who experienced violent victimization and bullying at school as compared to those who had not been victimized in these ways. These differences suggest how victimizations, and especially violent victimizations, can contribute to a climate of fear at school for victimized students.

Consistent with prior research (Alvarez and Bachman 1997; Ralph et al. 1995), students in the 1999 SCS who reported gang presence at school were also more likely to say that they were afraid both at school and on the way to and from school than those who did not report gangs.

Finally, those students who reported metal detectors at their school were found to be more fearful than were those students who did not report such security measures. The implications of these findings include the possibility that increased levels of security, such as the use of metal detectors, increases students' fear at school. Indeed, some researchers have suggested that the increased use of security may exacerbate fears by making students believe there is something to be concerned about at school (Mayer and Leone 1999). However, another possible explanation is that schools that employ security devices such as metal detectors may be dealing with pre-existing problems that would have already heightened students' fear at school.

Researchers who are interested in the outcomes of victimization often investigate the relationship between fear and crime. Fear of attack or harm at school extends beyond that of the victim, because it influences the school environment and its facilitation of learning. Future research should continue to examine the causes of school crime, but not ignore its possible consequences, such as fear. Furthermore, the effect that the interaction of multiple factors may have on students' fear at school and on the way to and from school should be investigated.

Chapter Nine

Students' Perceptions of School Environment Before and After the Columbine Shootings

While other surveys such as the 1993 National Household Education Survey (NHES) asked students about their knowledge of other students who were victimized at school, the 1999 SCS questionnaire only asked students about their personal victimization experiences. However, it is likely that students would know about victimizations that occur to others, both at their own school as well as at other schools, and that this knowledge would influence their perceptions of their school environment.

Although the 1999 School Crime Supplement (SCS) does not ask directly how knowledge of violence at other schools influences students' perceptions, this issue can be explored using these data. On April 20, 1999, deadly school violence occurred at Columbine High School in Littleton, Colorado. The incident and subsequent media coverage occurred while the 1999 SCS was in the field. Thus, it is possible to compare the responses of students ages 12 through 18 who were interviewed on or before April 20 with those interviewed afterwards to see if there were differences in students' perceptions of their school environment.[19] In particular, students' reports of being afraid of attack or harm at school; avoiding school, classes, and extracurricular activities due to fear of attack or harm; knowing and seeing others with guns at school; and carrying weapons to school are explored in this section.

Another national study was collecting data from students both before and after the shootings at Columbine. In this study, behaviors including weapon carrying on school property and avoiding school because of feeling unsafe were examined before and after April 20, 1999. Results showed no significant associations between the date of Columbine and weapon-carrying behavior. However, students who were asked about fear after Columbine were more likely to report that they felt too unsafe to go to school (Brener et al. 2002).

Students' Reports of Fear

As indicated in figure 50, reported levels of fear of harm or attack at school were higher after April 20, 1999 (6.3 percent of students) compared with those reported before that date (4.8 percent of students). In contrast, reported levels of fear while traveling to and from school and outside of school[20] were similar before and after the shootings at Columbine (table 19).

While these findings suggest that fear at school was higher after the Columbine shootings, it is important to note that the percentage change is 1.5 percent and that the majority of students did not experience

[19] In order to ascertain whether differences between the pre- and post-Columbine groups might be the result of differences on one or more relevant background characteristics collected by this survey, the percentage of students in the pre- and post-groups were compared to each other and to the full sample, by grade level, school type, and place of residence. In general, the before and after groups did not differ by more than 3 percentage points on these characteristics.

[20] The 1999 SCS also asked students about their level of fear outside of school. For this variable, the responses were coded similarly to the fear at school and to and from school variables. That is, students who responded that they were fearful "sometimes" or "most of the time" were considered to be fearful, while those who answered that they were "never" or "almost never" afraid of harm or attack were not considered to be fearful.

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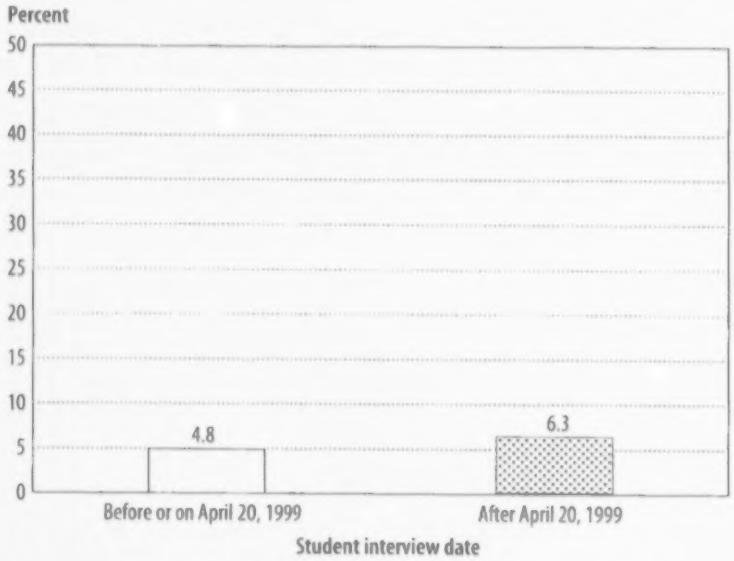
Figure 50.—Percentage of students ages 12 through 18 who reported fearing attack or harm at school,* by interview date: 1999



*If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

fear at school either before or after the incident. Levels of fear were not different for both traveling to and from school and outside of school, suggesting that the higher level of students' fears, while slight, was about harm at school rather than about violence in general.

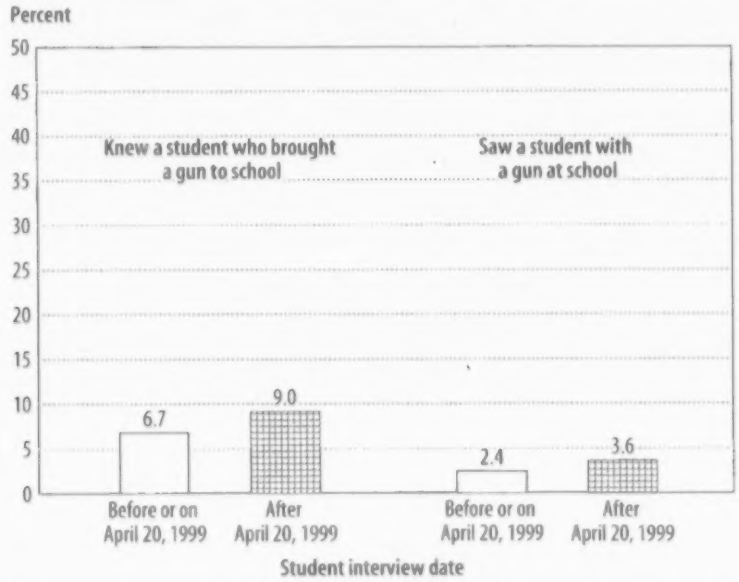
Students' Reports of Avoiding School, Classes, and Extracurricular Activities

A higher percentage of students reported that they avoided class due to fear of harm after April 20 as compared with students who were surveyed on or before April 20 (0.9 percent and 0.4 percent, respectively) (table 20). There was, however, no difference detected in student reports of avoiding school or avoiding participation in extracurricular activities before and after the Columbine shootings. This finding contrasts with that of Brener et al. (2002), which found students were more likely to report feeling too unsafe to go to school after the shooting.

Students' Reports of Guns or Weapons at School

A greater percentage of students reported knowing and seeing another student with a gun after April 20 than before. Figure 51 shows that the percentage of those who knew another student who brought a gun to school increased from 6.7 percent before Columbine to 9.0 percent afterward, while the percentage of those who saw another student with a gun increased from 2.4 percent to 3.6 percent (tables 21 and 22).

Figure 51.—Percentage of students ages 12 through 18 who reported knowing or seeing a student who brought a gun to school, by interview date: 1999



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Summary Concerning Perceptions of School Environment Before and After the Columbine Shootings

The shootings at Columbine High School undoubtedly had an impact on perceptions of school safety across the nation. Coincidentally, the 1999 School Crime Supplement was in the field at the time of the Columbine tragedy, allowing for the investigation of students' perceptions before and after the incident.

According to results from the SCS data, while the majority of students did not experience fear at school before or after Columbine, students were more likely to report being afraid of harm or attack at school after the shootings than before. However, there was no difference detected in students' reports of fear while traveling to and from school or outside of school. In addition, more students reported avoiding class after the Columbine incident than before, but no difference was found in student reports of avoiding school or extra curricular activities.

Students also were more likely to report that they both knew and saw another student with a gun at school after the shootings at Columbine. These findings suggest two possible explanations. One is based on the finding that fear at school increased after Columbine, as shown above and in other studies (see Brener et al. 2002). As a result, this difference could have been due to actual changes in behavior, perhaps because more students were frightened at school and brought guns to protect themselves (Sheley, McGee and Wright, 1992). A second, alternative explanation is that the same number of students brought guns

to school, but the Columbine incident heightened awareness and concern about them. Thus, there was an increase in respondents' reporting of this behavior. It is of interest to note, however, that reports of students' own weapon carrying behavior were not different after the Columbine incident (table 23). This finding is consistent with other analyses of pre- and post-Columbine weapon carrying by students (Brener et al. 2002).

According to the findings presented here, highly publicized incidents of school violence may have implications for the level of fear in the school environment. The impact of such events on perceptions of school safety and resultant behavior is an area in need of continued research.

Conclusions

Throughout the United States, school safety has become a top concern for the American public (Elliott, Hamburg, and Williams 1998). Crime and disorder in schools have an effect on school climate, students' ability to learn, and teacher effectiveness (Cornell and Loper 1998; Stephens 1997). While attention to the topic of school violence has intensified due to recent acts of extreme violence, it is necessary to ground policy and conclusions about the safety of our nation's students on reliable data. This report is the first to analyze the 1999 School Crime Supplement (SCS) data to provide information about the level of violence in America's schools as well as related topics. These topics include drug and alcohol availability at school, the presence of gangs and guns at school, students' avoidance behavior at school, and their fear of attack or harm at school. In addition, the analysis includes the use of hate-related words and hate graffiti at school, the prevalence of bullying at school, and a unique analysis of students' perceptions before and after the shootings at Columbine High School. Some of the key findings from this analysis are summarized here.

The findings in this report indicate that most students ages 12 though 18 do not experience criminal victimization at school and those that do fall victim to crimes in school are more likely to be victims of property rather than violent crimes. Certain factors in the school environment increase the likelihood that students experience victimization. For example, students who attend schools in which street gangs are present are more likely to experience victimization at school than those who do not attend such schools. In addition, students who report knowing another student who brought a gun to school or who actually see another student with a gun at school are more likely to report victimization at school than those who do not report gun presence in these ways. When students do report that they have been victimized at school, results show that most of these victimizations are not reported to the police. The most common reason given for not reporting an incident to police is that the victimization was reported to a teacher or other school official instead. Specific items that asked about the location of victimizations in the school building detected no differences in incidents occurring in classrooms, hallways or stairwells, and bathrooms or locker rooms.

The prevalence of drugs, ease of accessing these drugs, and the circumstances surrounding drug presence are other issues addressed in this report. Approximately one-third of students report that drugs are available at school and about one-fifth report that alcohol is available. Students from households with higher incomes are generally more likely than those from lower income households to report that drugs and alcohol are available at school. Suburban students are more likely than those from urban areas to report drug availability at school, while both suburban and rural students are more likely than urban students to report alcohol availability. More students report that marijuana is available at school than those reporting the availability of alcohol or other drugs. Findings show that, of those students who say that marijuana is available, about four-fifths say that it is easy or fairly easy to obtain marijuana at school. The likelihood of reporting that drugs and alcohol are available at school is greater for those students who attend schools in which gangs are present than for those who do not attend such schools.

Analysis of students' reports of gangs at school show that Hispanic and Black students are more likely to report the presence of street gangs at school than are White students. However, student reports of the presence of street gangs at school decreased overall between 1995 and 1999. In addition, while students

from urban households are more likely than their suburban and rural counterparts to report the presence of street gangs at school, the percentage of students from urban areas reporting gang presence decreased between 1995 and 1999.

Another concern for educators, parents, and students is the presence of weapons in America's schools. A relatively small percentage of students report bringing weapons to school for protection, and an even smaller percentage say they bring guns. Students who experience violent victimization as well as those who are bullied at school are more likely to report bringing a weapon to school for protection than are those who are not victimized in these ways. Another measure of the presence of weapons in schools is whether students are aware of peers bringing guns to school. Fewer students report knowing or seeing another student with a gun at school in 1999 than reported these same things in 1995.

School crime and disorder can have other consequences for students, such as avoidance behaviors and fear of harm or attack at school. Small percentages of students report that they avoid school, class, or extracurricular activities because they are concerned about being harmed. However, those who are victimized or experience bullying are more likely to avoid these places and activities than are those who have not had such experiences. Similarly, a small percentage of students report that they are fearful of harm at school or while traveling to and from school. Students who experience victimization or bullying at school are more likely to fear being harmed at school than those who are not victimized or bullied.

The 1999 SCS is the first national survey to provide estimates concerning the prevalence of hate-related words and the presence of hate-related graffiti at school. In 1999, about one out of eight students reported being called a hate-related word while at school. Black students are more likely than White or Hispanic students to report being called a hate-related word at school. Approximately one-third of students report seeing hate-related graffiti at school. These reports vary by gender, with female students being more likely than males to see such graffiti. Reports also vary by school type, with students in public schools more likely to report hate-related graffiti than those in private schools.

In addition, this is the first time that questions about bullying were asked of students who completed the School Crime Supplement. The findings indicate that bullying may be linked with students' feelings of fear at school and traveling to and from school as well as with students' avoidance of school, classes and extracurricular activities. A relatively small percentage of students report that they are bullied at school, however. Students in lower grades are more likely to be bullied than are those in higher grades. In sum, these initial findings about hate-related words and graffiti and bullying provide a foundation for future research in these areas.

The 1999 SCS had the unique circumstance to be in the field when the tragic shootings at Columbine High School occurred. This allowed for an analysis to investigate the effects of such an event on student reports of fear and weapon presence at school. The analysis examining the shootings at Columbine High School suggests that a single act of extreme violence may have an impact on students' feelings of safety beyond the school directly involved. Students who were interviewed after the shootings at Columbine High School were more likely to report fear of harm or attack at school than those interviewed before the incident. However, students reported similar levels of fear while traveling to and from school and outside of school after the incident as they did before. After the shootings, students were more likely to report knowing another student who brought a gun to school and to report actually seeing another student with a gun at school than before.

Finally, students were also asked in the 1999 SCS whether they have security measures at their school. The association between security measures and indicators of school crime and safety cannot be adequately addressed by cross-sectional data. Information on pre-existing problems is unavailable to examine whether school crime and safety issues led to both heightened security measures and heightened student apprehension. An alternative explanation proposed by some researchers is that security measures may exacerbate

fears. In general, findings from the SCS were mixed. On the one hand, the presence of various security measures shows no measurable differences when it comes to the likelihood of students' reports of certain types of victimization or of being bullied. For example, there was no difference detected in students' reports of property victimization whether or not a security guard was present. Likewise, there were no differences detected in either violent or property victimization if staff were used as hall monitors or metal detectors were present. In addition, no differences were detected in reports of being bullied regardless of the presence of any kind of security measure—guards, monitors, or detectors.

On the other hand, results sometimes show that certain students are more likely to experience certain types of victimization, fear at school, and seeing hate-related graffiti in schools using certain security measures. Specifically, students in schools in which security guards are present are more likely to report violent victimization and of seeing hate-related graffiti than those in schools without guards. In addition, when hall monitors are present at school, the prevalence of reporting hate-related graffiti is greater than when they are not present; and when metal detectors are present, there are higher levels of fear.

Why the mixed findings? Are the security measures put in place because of high levels of student victimization, fear, and hate-related graffiti? Do the security measures somehow increase these factors in the school environment? Or do security measures decrease the number of victimizations, and the amount of fear and graffiti that may have otherwise occurred at a school? Because of the cross-sectional nature of the 1999 SCS, it is impossible to answer these questions. In any case, all of these findings concerning security measures and students' reports of crime and safety at school provide provocative ideas for further research.

The results reported here provide data upon which school officials, teachers, parents, and students can begin to think about the condition of school crime in the United States. Researchers are encouraged to use these findings as a foundation for future investigations in order to explore some of the issues raised here.

Tables of Estimates

Table 1.—Percentage of students ages 12 through 18 who reported criminal victimization at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Criminal Victimization		
		Any [1]	Violent [2]	Property [3]
Total	**24,614**	**12.2**	**4.0**	**7.7**
Characteristics				
Student sex				
Male	12,631	12.6	4.5	7.6
Female	11,983	11.8	3.5	7.8
Student race/ethnicity				
White, non-Hispanic	16,211	11.6	3.6	7.5
Black, non-Hispanic	3,826	17.0	5.8	10.8
Hispanic	3,450	10.0	4.0	5.6
Other, non-Hispanic	1,127	11.6	3.4	6.3
Student grade				
6th	2,109	14.2	7.2	7.2
7th	4,040	15.0	5.0	9.2
8th	4,032	13.2	4.1	8.1
9th	3,838	13.4	5.0	8.9
10th	3,677	10.8	2.7	7.5
11th	3,586	10.8	3.3	7.0
12th	3,332	8.1	1.7	5.3
Student household income				
Less than $7,500	985	15.8	6.5	8.3
$7,500–9,999	468	12.9	2.7	7.9
$10,000–14,999	1,413	12.3	5.2	7.5
$15,000-24,999	2,848	13.8	4.8	9.1
$25,000–29,999	1,358	10.6	5.7	5.3
$30,000–49,999	5,511	12.2	4.0	8.0
$50,000 or more	8,534	12.2	3.4	8.0
Not ascertained	3,496	10.2	3.3	6.0
Student place of residence				
Urban	6,541	12.7	3.9	8.4
Suburban	12,936	11.9	4.2	7.4
Rural	5,138	12.3	3.7	7.6
Student school type				
Public	22,232	12.6	4.4	7.9
Private	2,372	8.5	0.4	5.8
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 1.—Percentage of students ages 12 through 18 who reported criminal victimization at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Criminal Victimization		
		Any [1]	Violent [2]	Property [3]
Perceptions of conditions at school				
Student reports of street gangs at school				
Yes	4,252	18.4	8.4	11.3
No	15,494	10.8	2.8	7.1
Do not know	3,908	11.7	4.6	6.9
Not ascertained	960	9.4	1.6	4.9
Student reports of knowing a student who brought a gun to school				
Yes	1,847	20.1	9.8	10.7
No	22,566	11.6	3.5	7.4
Not ascertained	202	13.2	3.8	7.1
Student reports of seeing a student with a gun at school				
Yes	690	24.3	10.7	13.3
No	23,743	11.9	3.8	7.6
Do not know	27	†	†	†
Not ascertained	155	10.0	†	†
Student reports of presence of security officers or assigned police at school				
Yes	13,321	13.4	4.8	8.2
No	11,161	11.0	3.1	7.1
Not ascertained	132	†	†	†
Student reports of hallway supervision by school staff				
Yes	21,023	12.4	4.1	7.8
No	3,479	11.4	3.6	7.1
Not ascertained	112	6.4	6.4	†
Student reports of use of metal detectors at school				
Yes	2,225	13.6	5.3	9.0
No	22,141	12.2	3.9	7.6
Not ascertained	248	5.3	4.5	†

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

NOTE: Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 2.—Percentage of school victimizations reported to police: 1999

Victimization reported to police	Number of victimizations (thousands)	Percent
Yes	217	9.4
No	2,031	88.3
Do not know	†	†
Total	2,300	100.0

† Too few sample cases.

NOTE: Detail may not sum to totals because of rounding and too few samples.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999.

Table 3.—Percentage of school victimizations not reported to police, by most important reason not reported to police: 1999

Most important reason victimization not reported to police	Number of victimizations (thousands)	Percent
Dealt with another way		
Reported to another official	855	37.2
Took care of informally	132	5.7
Not important enough to report		
Minor or unsuccessful crime	508	22.1
Child offenders involved	†	†
Not clear it was a crime	†	†
Police could not do anything	99	4.3
Police would not help	†	†
Other reason	286	12.4
Total victimizations not reported to police	2,031	100.0

† Too few sample cases.

NOTE: Percentages are based on the estimated 2,032,000 school victimizations not reported to police in 1999. Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999.

Table 4.—Percentage of school victimizations occurring in school building, by location of occurrence: 1999

Location of victimization within school building	Number of victimizations (thousands)	Percent
Classroom	367	20.5
Hallway/Stairwell	362	20.2
Bathroom/Locker room	484	27.0
Other	396	22.1
Not ascertained	180	10.1
Total victimizations occurring in the school building	1,789	100.0

NOTE: Percentages are based on the estimated 1,789,000 school victimizations that occurred in the school building in 1999. Detail may not sum to totals and because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999.

Table 5.—Percentage of school victimizations, by time of occurrence: 1999

Time of victimization	Number of victimizations (thousands)	Percent
6 a.m. to noon	696	30.2
After noon to 3 p.m.	913	39.7
After 3 p.m. to 6 p.m.	228	9.9
After 6 p.m. to 9 p.m.	†	†
After 9 p.m. to midnight	†	†
Do not know	396*	17.2
Not ascertained	†	†
Total	**2,300**	**100.0**

† Too few sample cases.

*Indicates incidents, such as thefts, in which the time of occurrence was unknown.

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999.

Table 6.— Percentage of students ages 12 through 18 reporting the availability of alcohol or drugs at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Alcohol availability	Any drug availability[1]
		Yes	Yes
Total	**24,614**	**20.2**	**36.9**
Characteristics			
Student sex			
Male	12,631	21.4	37.8
Female	11,983	18.9	35.9
Student race/ethnicity			
White, non-Hispanic	16,211	23.0	39.5
Black, non-Hispanic	3,826	14.3	33.6
Hispanic	3,450	15.4	31.3
Other, non-Hispanic	1,127	13.7	27.2
Student grade			
6th	2,109	5.3	9.6
7th	4,040	8.2	15.9
8th	4,032	13.0	23.7
9th	3,838	23.4	42.6
10th	3,677	26.5	48.1
11th	3,586	30.4	55.0
12th	3,332	31.0	57.0
Student household income			
Less than $7,500	985	10.4	22.8
$7,500–9,999	468	8.5	23.1
$10,000–14,999	1,413	15.1	27.5
$15,000-24,999	2,848	19.0	34.1
$25,000–29,999	1,358	14.0	33.7
$30,000–49,999	5,511	22.8	41.4
$50,000 or more	8,534	23.6	41.0
Not ascertained	3,496	17.3	33.1
Student place of residence			
Urban	6,541	15.1	33.7
Suburban	12,936	21.6	39.5
Rural	5,138	23.0	34.3
Student school type			
Public	22,232	20.6	38.4
Private	2,372	15.8	22.4
Not ascertained	†	†	†
Perceptions of conditions at school			
Student reports of any victimization at school[2]			
Yes	21,488	26.5	47.3
No	3,008	19.4	35.6
Not ascertained	119	†	13.0

NOTE: See footnotes at end of table.

Table 6.—Percentage of students ages 12 through 18 reporting the availability of alcohol or drugs at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Alcohol availability	Any drug availability[1]
		Yes	Yes
Student reports of violent victimization at school[3]			
Yes	23,445	25.2	48.2
No	988	19.8	36.3
Not ascertained	182	37.3	49.2
Student reports of property victimization at school[4]			
Yes	22,611	28.2	48.8
No	1,895	19.5	35.8
Not ascertained	109	20.8	44.7
Student reports of street gangs at school			
Yes	4,252	33.1	62.9
No	15,494	17.8	31.6
Do not know	3,908	18.2	34.6
Not ascertained	960	9.3	16.2
Student reports of bringing any weapon to school[5]			
Yes	378	39.2	70.6
No	24,236	19.9	36.4
Student reports of knowing a student who brought a gun to school			
Yes	1,847	39.4	67.1
No	22,566	18.7	34.5
Not ascertained	202	9.2	31.0
Student reports of seeing a student with a gun at school			
Yes	690	48.6	83.0
No	23,743	19.4	35.6
Do not know	27	†	43.7
Not ascertained	155	17.3	29.9

† Too few sample cases.

[1]If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP heroin, or other drugs.

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[5]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

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Table 7.—Percentage of students ages 12 through 18 reporting the availability of alcohol and specific drugs and the ease of availability at school: 1999

Alcohol or specific drug	Total number of students reporting drug available at school (thousands)	Students reporting availability (percent)	Availability				
			Easy to obtain (percent)	Fairly easy to obtain (percent)	Fairly hard to obtain (percent)	Hard to obtain (percent)	Not ascertained (percent)
Alcohol	4,964	20.2	36.5	38.7	13.7	10.3	0.2
Marijuana	8,580	34.8	42.1	37.2	11.2	7.3	2.1
Crack	3,310	13.4	18.2	28.9	27.5	23.1	2.3
Other forms of cocaine	2,944	12.0	17.6	27.3	26.5	26.6	2.1
Uppers/downers	3,809	15.5	30.3	30.0	20.0	17.2	2.5
LSD	2,640	10.7	25.0	23.9	23.8	24.8	2.5
PCP	1,568	6.4	20.5	22.0	25.2	29.7	2.6
Heroin	1,658	6.7	18.1	20.9	21.6	36.2	3.3
Other drugs	1,089	4.4	39.5	26.5	17.0	11.5	5.4

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 8.—Percentage of students ages 12 through 18 who reported the presence of street gangs at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999

Student characteristics and perceptions of conditions at school	1995					1999				
		Street gangs at school					Street gangs at school			
	Number of students (thousands)	Yes (percent)	No (percent)	Do not know (percent)	Not ascertained (percent)	Number of students (thousands)	Yes (percent)	No (percent)	Do not know (percent)	Not ascertained (percent)
Total	**23,601**	**28.4**	**57.2**	**13.4**	**1.0**	**24,614**	**17.3**	**62.9**	**15.9**	**3.9**
Characteristics										
Student sex										
Male	12,142	28.9	57.6	12.5	1.0	12,631	17.5	64.0	14.2	4.2
Female	11,459	27.8	56.8	14.5	0.9	11,983	17.1	61.8	17.6	3.5
Student race/ethnicity										
White, non-Hispanic	16,196	23.0	63.1	13.1	0.8	16,211	13.1	68.8	14.6	3.4
Black, non-Hispanic	3,652	34.8	49.4	14.0	1.8	3,826	24.7	51.6	18.3	5.4
Hispanic	2,829	49.7	36.4	12.9	0.9	3,450	28.3	48.9	18.5	4.3
Other, non-Hispanic	924	31.5	48.3	19.0	1.3	1,127	17.9	59.9	18.0	4.2
Student grade										
6th	2,312	15.7	67.8	14.7	1.7	2,109	9.2	70.5	16.3	4.0
7th	3,736	26.5	57.2	15.4	0.9	4,040	12.0	67.7	16.1	4.3
8th	3,784	28.8	58.8	11.9	0.4	4,032	12.9	68.6	14.2	4.3
9th	3,678	32.4	51.4	15.1	1.1	3,838	22.7	56.4	17.2	3.7
10th	3,654	33.6	52.7	12.7	1.0	3,677	22.1	57.4	16.8	3.7
11th	3,422	30.3	57.4	11.5	0.7	3,586	19.6	61.4	15.9	3.1
12th	2,737	27.3	58.1	13.5	1.1	3,332	20.0	60.9	14.9	4.2
Other	277	15.9	73.1	8.4	†	–	–	–	–	–
Student household income										
Less than $7,500	1,432	38.9	44.3	15.8	1.0	985	21.3	62.1	13.5	3.1
$7,500–9,999	761	30.5	45.8	20.2	3.4	468	17.3	58.0	17.1	7.6
$10,000–14,999	1,635	30.9	53.5	15.3	0.3	1,413	23.2	53.4	17.3	6.1
$15,000-24,999	3,087	30.0	54.8	13.7	1.5	2,848	23.4	55.2	17.8	3.6
$25,000–29,999	1,689	30.2	58.0	11.0	0.9	1,358	18.0	62.1	14.2	5.7
$30,000–49,999	6,206	27.6	58.5	13.2	0.6	5,511	17.2	62.8	16.0	3.9
$50,000 or more	6,529	24.6	61.7	13.0	0.7	8,534	13.2	69.1	14.8	2.8
Not ascertained	2,263	28.5	58.3	11.7	1.5	3,496	18.4	59.4	17.3	4.9
Student place of residence										
Urban	6,208	40.5	43.5	15.0	1.1	6,541	25.1	50.6	19.1	5.2
Suburban	11,209	26.3	59.8	13.2	0.7	12,936	15.8	65.3	15.9	3.0
Rural	6,185	19.9	66.4	12.4	1.3	5,138	11.1	72.6	11.7	4.6
Student school type										
Public	21,400	30.6	54.4	14.2	0.8	22,232	18.6	60.7	16.9	3.8
Private	2,150	6.8	86.6	6.3	†	2,372	4.4	84.3	6.3	5.0
Not ascertained	51	†	17.5	†	73.6	11	†	†	†	†

NOTE: See footnotes at end of table.

Table 8.—Percentage of students ages 12 through 18 who reported the presence of street gangs at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999—Continued

Student characteristics and perceptions of conditions at school	1995					1999				
	Number of students (thousands)	Street gangs at school				Number of students (thousands)	Street gangs at school			
		Yes (percent)	No (percent)	Do not know (percent)	Not ascertained (percent)		Yes (percent)	No (percent)	Do not know (percent)	Not ascertained (percent)
Perceptions of conditions at school										
Student reports of any victimization at school[1]										
Yes	3,456	41.3	46.6	11.6	0.5	21,488	26.1	55.7	15.2	3.0
No	20,013	26.3	59.4	13.8	0.4	3,008	16.1	64.2	16.0	3.6
Not ascertained	133	†	†	†	89.5	119	†	23.1	†	70.2
Student reports of violent victimization at school[2]										
Yes	1,002	50.5	36.9	11.6	1.1	23,445	36.3	43.8	18.3	1.6
No	22,460	27.5	58.5	13.6	0.4	988	16.4	63.8	15.8	4.0
Not ascertained	140	†	7.8	†	84.9	182	21.3	58.4	15.9	4.4
Student reports of property victimization at school[3]										
Yes	2,757	39.7	48.6	11.4	0.3	22,611	25.4	57.8	14.3	2.5
No	20,685	27.0	58.8	13.8	0.4	1,895	16.6	63.4	16.0	4.0
Not ascertained	159	4.9	9.6	6.5	79.0	109	22.3	57.2	14.9	†
Student reports of knowing a student who brought a gun to school										
Yes	2,989	55.2	35.0	9.5	0.4	1,847	45.1	38.5	13.7	2.7
No	20,332	24.6	60.9	14.1	0.4	22,566	15.0	65.2	16.1	3.6
Not ascertained	280	13.5	29.2	10.8	46.4	202	14.0	28.7	13.4	43.9
Student reports of seeing a student with a gun at school										
Yes	1,247	63.6	30.0	6.4	†	690	58.0	29.4	9.9	2.6
No	22,053	26.5	59.2	13.8	0.4	23,743	16.1	64.2	16.1	3.6
Do not know	41	25.1	35.7	33.6	†	27	†	26.1	47.0	†
Not ascertained	261	16.4	24.8	9.8	49.0	155	13.7	27.4	†	55.6

– Data were not collected.

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

NOTE: Detail may not sum to totals and percentages may not sum to 100 percent due to rounding and too few cases for reliable estimates.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995 and 1999.

Table 9.—Percentage of students ages 12 through 18 who reported bringing guns or any weapons to school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Brought gun to school	Brought any weapon to school[1]
Total	**24,614**	**0.3**	**1.5**
Characteristics			
Student sex			
Male	12,631	0.3	1.9
Female	11,983	0.3	1.1
Student race/ethnicity			
White, non-Hispanic	16,211	0.3	1.6
Black, non-Hispanic	3,826	0.4	1.5
Hispanic	3,450	0.3	1.3
Other, non-Hispanic	1,127	†	1.0
Student grade			
6th	2,109	†	0.8
7th	4,040	†	0.9
8th	4,032	†	1.0
9th	3,838	0.5	1.9
10th	3,677	0.3	1.6
11th	3,586	0.5	2.4
12th	3,332	0.3	2.0
Student household income			
Less than $7,500	985	†	0.7
$7,500–9,999	468	†	†
$10,000–14,999	1,413	†	1.7
$15,000-24,999	2,848	0.5	1.6
$25,000–29,999	1,358	†	1.9
$30,000–49,999	5,511	0.1	1.4
$50,000 or more	8,534	0.2	1.4
Not ascertained	3,496	0.7	2.2
Student place of residence			
Urban	6,541	0.6	1.7
Suburban	12,936	0.2	1.3
Rural	5,138	†	1.9
Student school type			
Public	22,232	0.3	1.6
Private	2,372	0.4	1.3
Not ascertained	†	†	†
Perceptions of conditions at school			
Student reports of any victimization at school[2]			
Yes	21,488	0.4	2.1
No	3,008	0.3	1.4
Not ascertained	119	†	†

NOTE: See footnotes at end of table.

Table 9.—Percentage of students ages 12 through 18 who reported bringing guns or any weapons to school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Brought gun to school	Brought any weapon to school[1]
Student reports of violent victimization at school[3]			
Yes	23,445	†	3.6
No	988	0.3	1.4
Not ascertained	182	†	†
Student reports of property victimization at school[4]			
Yes	22,611	0.5	1.8
No	1,895	0.3	1.5
Not ascertained	109	†	†
Student reports of street gangs at school			
Yes	4,252	0.6	2.7
No	15,494	0.2	1.3
Do not know	3,908	0.5	1.6
Not ascertained	960	†	†
Student reports of knowing a student with a gun at school			
Yes	1,847	1.2	5.4
No	22,566	0.2	1.2
Not ascertained	202	†	†
Student reports of seeing a student with a gun at school			
Yes	690	1.9	7.5
No	23,743	0.2	1.4
Do not know	27	†	†
Not ascertained	15	†	†
Student reports of being bullied at school			
Yes	1,253	1.2	3.9
No	23,214	0.2	1.4
Not ascertained	148	†	†
Student reports of avoiding school			
Yes	563	†	2.4
No	23,891	0.3	1.5
Not ascertained	160	†	†
Student reports of avoiding classes			
Yes	144	†	6.6
No	24,315	0.3	1.5
Not ascertained	155	†	†

NOTE: See footnotes at end of table.

Table 9.—Percentage of students ages 12 through 18 who reported bringing guns or any weapons to school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Brought gun to school	Brought any weapon to school[1]
Student reports of avoiding extracurricular activities			
Yes	208	†	3.7
No	24,270	0.3	1.5
Not ascertained	136	†	†
Student reports of fearing attack or harm at school[5]			
Yes	1,308	†	3.1
No	23,145	0.3	1.4
Not ascertained	161	†	†
Student reports of fearing attack or harm while traveling to and from school[6]			
Yes	958	†	2.3
No	23,494	0.3	1.5
Not ascertained	163	†	†
Student reports of presence of security officers or assigned police at school			
Yes	13,321	0.3	1.6
No	11,161	0.2	1.4
Not ascertained	132	†	†
Student reports of hallway supervision by school staff			
Yes	21,023	0.3	1.6
No	3,479	0.2	1.4
Not ascertained	112	†	†
Student reports of use of metal detectors at school			
Yes	2,225	0.8	2.2
No	22,141	0.2	1.5
Not ascertained	248	†	†

† Too few sample cases.

[1]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[5]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[6]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 10.—Percentage of students ages 12 through 18 who reported guns at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999

Student characteristics and perceptions of conditions at school	1995			1999		
	Number of students (thousands)	Knew student who brought a gun to school (percent)	Saw student with a gun at school (percent)	Number of students (thousands)	Knew student who brought a gun to school (percent)	Saw student with a gun at school (percent)
Total	**23,601**	**12.7**	**5.3**	**24,614**	**7.5**	**2.8**
Characteristics						
Student sex						
Male	12,142	12.3	6.0	12,631	7.4	2.9
Female	11,459	13.0	4.5	11,983	7.6	2.7
Student race/ethnicity						
White, non-Hispanic	16,196	12.3	4.4	16,211	6.4	1.9
Black, non-Hispanic	3,652	15.5	8.7	3,826	12.8	6.1
Hispanic	2,829	11.6	6.3	3,450	7.4	3.7
Other, non-Hispanic	924	10.9	4.8	1,127	5.4	2.1
Student grade						
6th	2,312	5.7	2.0	2,109	5.2	1.5
7th	3,736	8.9	3.0	4,040	5.4	1.6
8th	3,784	12.0	4.8	4,032	6.3	2.3
9th	3,678	15.1	6.6	3,838	9.0	3.5
10th	3,654	14.7	5.9	3,677	8.1	3.4
11th	3,422	15.2	7.2	3,586	7.9	3.3
12th	2,737	16.2	7.0	3,332	10.1	3.6
Other	277	5.4	4.4	–	–	–
Student household income						
Less than $7,500	1,432	10.7	5.2	985	7.3	3.2
$7,500–9,999	761	12.0	8.1	468	5.1	2.6
$10,000–14,999	1,635	11.7	6.0	1,413	8.8	3.8
$15,000-24,999	3,087	14.7	7.0	2,848	9.4	4.3
$25,000–29,999	1,689	13.7	5.6	1,358	10.4	4.9
$30,000–49,999	6,206	12.3	5.0	5,511	8.1	3.0
$50,000 or more	6,529	12.5	4.4	8,534	6.0	1.6
Not ascertained	2,263	12.8	4.6	3,496	7.2	3.0
Student place of residence						
Urban	6,208	14.9	6.7	6,541	8.0	3.3
Suburban	11,209	12.3	4.8	12,936	7.2	2.5
Rural	6,185	11.1	4.7	5,138	7.7	2.9
Student school type						
Public	21,400	13.5	5.6	22,232	8.0	3.0
Private	2,150	4.4	2.0	2,372	3.2	0.9
Not ascertained	51	4.7	†	110	†	†

NOTE: See footnotes at end of table.

Table 10.—Percentage of students ages 12 through 18 who reported guns at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999—Continued

Student characteristics and perceptions of conditions at school	1995			1999		
	Number of students (thousands)	Knew student who brought a gun to school (percent)	Saw student with a gun at school (percent)	Number of students (thousands)	Knew student who brought a gun to school (percent)	Saw student with a gun at school (percent)
Perceptions of conditions at school						
Student reports of any victimization at school[1]						
Yes	3,456	21.4	11.3	21,488	12.3	5.6
No	20,013	11.2	4.3	3,008	6.8	2.4
Not ascertained	133	†	†	119	†	†
Student reports of violent victimization at school[2]						
Yes	1,002	25.8	15.4	23,445	18.3	7.5
No	22,460	12.2	4.9	988	7.0	2.5
Not ascertained	140	†	†	182	20.2	10.7
Student reports of property victimization at school[3]						
Yes	2,757	21.6	11.4	22,611	10.4	4.8
No	20,685	11.6	4.5	1,895	7.2	2.6
Not ascertained	159	†	†	109	17.5	†
Student reports of street gangs at school						
Yes	6,694	24.6	11.8	4,252	19.6	9.4
No	13,508	7.7	2.8	15,494	4.6	1.3
Do not know	3,173	8.9	2.5	3,908	6.5	1.8
Not ascertained	226	5.0	†	960	5.3	1.9
Student reports of being bullied at school						
Yes	–	–	–	1,253	14.6	6.9
No	–	–	–	23,214	7.2	2.6
Not ascertained	–	–	–	148	†	†
Student reports of fearing attack or harm at school[4]						
Yes	2,036	23.2	11.2	1,308	16.9	8.3
No	21,382	11.8	4.8	23,145	7.0	2.5
Not ascertained	184	†	†	161	†	†

NOTE: See footnotes at end of table.

Table 10.—Percentage of students ages 12 through 18 who reported guns at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999—Continued

Student characteristics and perceptions of conditions at school	1995			1999		
	Number of students (thousands)	Knew student who brought a gun to school (percent)	Saw student with a gun at school (percent)	Number of students (thousands)	Knew student who brought a gun to school (percent)	Saw student with a gun at school (percent)
Student reports of fearing attack or harm while traveling to and from school[5]						
Yes	1,566	21.6	11.4	958	16.9	8.7
No	21,851	12.1	4.9	23,494	7.1	2.6
Not ascertained	184	†	†	163	†	†

– Data were not collected.

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information. .,

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[4]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[5]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995 and 1999.

Table 11.—Percentage of students ages 12 through 18 who reported being called a hate-related word, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Called a hate-related word		
		Yes (percent)	No (percent)	Not ascertained (percent)
Total	24,614	13.2	86.1	0.7
Characteristics				
Student sex				
Male	12,631	12.3	87.1	0.6
Female	11,983	14.3	85.0	0.7
Student race/ethnicity				
White, non-Hispanic	16,211	12.6	86.7	0.7
Black, non-Hispanic	3,826	16.5	82.8	0.6
Hispanic	3,450	12.1	87.4	0.5
Other, non-Hispanic	1,127	15.4	83.9	†
Student grade				
6th	2,109	13.0	86.1	0.9
7th	4,040	15.7	83.8	0.5
8th	4,032	16.0	83.2	0.8
9th	3,838	13.2	86.3	0.5
10th	3,677	11.8	87.2	1.0
11th	3,586	10.5	89.0	0.5
12th	3,332	11.7	87.8	0.6
Student household income				
Less than $7,500	985	13.5	85.4	1.1
$7,500–9,999	468	9.8	89.0	†
$10,000–14,999	1,413	16.0	82.2	1.9
$15,000-24,999	2,848	15.2	84.2	0.6
$25,000–29,999	1,358	14.7	85.3	†
$30,000–49,999	5,511	13.6	85.8	0.6
$50,000 or more	8,534	12.2	87.1	0.7
Not ascertained	3,496	12.4	87.3	0.3
Student place of residence				
Urban	6,541	14.0	85.0	1.0
Suburban	12,936	13.2	86.1	0.6
Rural	5,138	12.2	87.5	0.3
Student school type				
Public	22,232	13.8	85.6	0.6
Private	2,372	8.1	91.1	0.8
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 11.—Percentage of students ages 12 through 18 who reported being called a hate-related word, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Called a hate-related word		
		Yes (percent)	No (percent)	Not ascertained (percent)
Perceptions of conditions at school				
Student reports of street gangs at school				
Yes	4,252	26.4	73.4	0.2
No	15,494	9.8	89.9	0.3
Do not know	3,908	13.5	86.0	0.5
Not ascertained	960	8.7	81.8	9.5
Student reports of hate-related graffiti at school				
Yes	8,936	24.8	75.0	0.2
No	15,487	6.7	93.2	0.1
Not ascertained	192	†	31.5	66.2
Student reports of being bullied at school				
Yes	1,253	50.2	49.3	†
No	23,214	11.3	88.5	0.2
Not ascertained	148	†	17.0	81.5
Student reports of avoiding school				
Yes	563	24.5	75.5	†
No	23,891	13.0	86.7	0.3
Not ascertained	160	8.8	29.1	62.0
Student reports of avoiding classes				
Yes	144	49.6	50.4	†
No	24,315	13.1	86.6	0.3
Not ascertained	155	4.9	31.0	64.0
Student reports of avoiding extracurricular activities				
Yes	208	47.1	52.9	†
No	24,270	13.0	86.7	0.3
Not ascertained	136	†	23.5	73.2
Student reports of fear at school[1]				
Yes	1,308	42.2	57.7	†
No	23,145	11.6	88.1	0.3
Not ascertained	161	8.5	31.8	59.8
Student reports of fear traveling to and from school[2]				
Yes	958	34.4	65.2	†
No	23,494	12.4	87.3	0.3
Not ascertained	163	9.9	31.0	59.0

† Too few sample cases.

[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 12.—Percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Saw hate-related graffiti at school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Total	**24,614**	**36.3**	**62.9**	**0.8**
Characteristics				
Student sex				
Male	12,631	33.8	65.6	0.6
Female	11,983	38.9	60.1	0.9
Student race/ethnicity				
White, non-Hispanic	16,211	36.4	62.8	0.8
Black, non-Hispanic	3,826	37.6	61.6	0.9
Hispanic	3,450	35.6	63.8	0.5
Other, non-Hispanic	1,127	32.2	66.7	1.1
Student grade				
6th	2,109	30.3	68.5	1.2
7th	4,040	34.9	64.5	0.6
8th	4,032	35.6	63.5	0.8
9th	3,838	39.2	60.1	0.7
10th	3,677	38.9	60.1	1.0
11th	3,586	37.0	62.2	0.7
12th	3,332	35.6	63.8	0.6
Student household income				
Less than $7,500	985	31.2	66.9	1.8
$7,500–9,999	468	34.7	64.1	†
$10,000–14,999	1,413	37.1	60.8	2.1
$15,000-24,999	2,848	38.3	61.3	0.4
$25,000–29,999	1,358	35.0	64.8	†
$30,000–49,999	5,511	37.7	61.7	0.6
$50,000 or more	8,534	37.5	61.6	0.9
Not ascertained	3,496	31.2	68.2	0.6
Student place of residence				
Urban	6,541	37.0	62.0	1.0
Suburban	12,936	37.3	61.9	0.8
Rural	5,138	32.7	66.7	0.6
Student school type				
Public	22,232	38.0	61.2	0.8
Private	2,372	20.6	78.8	0.5
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 12.—Percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Saw hate-related graffiti at school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Perceptions of conditions at school				
Student reports of street gangs at school				
Yes	4,252	60.3	39.4	†
No	15,494	30.4	69.3	0.3
Do not know	3,908	37.3	61.6	1.0
Not ascertained	960	21.0	69.5	9.5
Student reports of being bullied at school				
Yes	1,253	63.8	36.0	†
No	23,214	35.0	64.8	0.2
Not ascertained	148	†	†	94.1
Student reports of hate language at school				
Yes	3,260	68.1	31.7	†
No	21,192	31.6	68.1	0.3
Not ascertained	163	10.4	11.5	78.1
Student reports of avoiding school				
Yes	563	43.6	55.1	1.3
No	23,891	36.3	63.4	0.3
Not ascertained	160	10.4	18.4	71.2
Student reports of avoiding classes				
Yes	144	68.1	28.2	†
No	24,315	36.3	63.4	0.3
Not ascertained	155	7.0	19.6	73.4
Student reports of avoiding extracurricular activities				
Yes	208	51.6	46.9	†
No	24,270	36.4	63.3	0.3
Not ascertained	136	†	14.5	84.0
Student reports of fear at school[1]				
Yes	1,308	58.3	41.3	†
No	23,145	35.2	64.4	0.3
Not ascertained	161	7.5	23.6	68.9
Student reports of fear traveling to and from school[2]				
Yes	958	52.1	47.6	†
No	23,494	35.8	63.8	0.3
Not ascertained	163	7.2	24.7	68.0
Student reports of presence of security officers or assigned police at school				
Yes	13,321	40.8	58.6	0.6
No	11,161	31.2	68.2	0.6
Not ascertained	132	13.7	49.0	37.3

NOTE: See footnotes at end of table.

Table 12.—Percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Saw hate-related graffiti at school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Student reports of hallway supervision by school staff				
Yes	21,023	37.3	62.1	0.5
No	3,479	30.8	68.4	0.7
Not ascertained	112	12.3	42.0	45.7
Student reports of use of metal detectors at school				
Yes	2,225	39.9	59.8	†
No	22,141	36.1	63.3	0.6
Not ascertained	248	20.4	58.8	20.8

† Too few sample cases.

[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 13.—Percentage of students ages 12 through 18 who reported being bullied at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Bullied at school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Total	**24,614**	**5.1**	**94.3**	**0.6**
Characteristics				
Student sex				
Male	12,631	5.4	94.0	0.6
Female	11,983	4.8	94.6	0.6
Student race/ethnicity				
White, non-Hispanic	16,211	5.3	94.0	0.6
Black, non-Hispanic	3,826	5.5	93.8	0.7
Hispanic	3,450	4.3	95.2	0.4
Other, non-Hispanic	1,127	2.5	97.1	†
Student grade				
6th	2,109	10.5	88.6	0.9
7th	4,040	9.0	90.7	0.3
8th	4,032	5.5	93.8	0.6
9th	3,838	5.0	94.4	0.5
10th	3,677	3.2	95.8	1.0
11th	3,586	2.6	96.9	0.4
12th	3,332	1.2	98.2	0.5
Student household income				
Less than $7,500	985	5.9	93.2	0.9
$7,500–9,999	468	4.4	94.4	†
$10,000–14,999	1,413	7.6	90.5	1.9
$15,000-24,999	2,848	5.9	93.8	0.3
$25,000–29,999	1,358	4.6	95.1	†
$30,000–49,999	5,511	5.2	94.3	0.5
$50,000 or more	8,534	4.6	94.8	0.6
Not ascertained	3,496	4.5	95.2	0.3
Student place of residence				
Urban	6,541	5.0	94.2	0.8
Suburban	12,936	4.9	94.6	0.6
Rural	5,138	5.8	93.8	0.4
Student school type				
Public	22,232	5.3	94.1	0.6
Private	2,372	2.8	96.7	0.5
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 13.—Percentage of students ages 12 through 18 who reported being bullied at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Bullied at school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Perceptions of conditions at school				
Student reports of street gangs at school				
Yes	4,252	8.4	91.3	†
No	15,494	4.2	95.6	0.2
Do not know	3,908	5.5	94.1	0.5
Not ascertained	960	3.1	87.7	9.3
Student reports of bringing any weapon to school[1]				
Yes	378	12.8	86.4	†
No	24,236	5.0	94.4	0.6
Student reports of avoiding school				
Yes	563	16.7	82.9	†
No	23,891	4.8	95.0	0.1
Not ascertained	160	†	25.8	72.9
Student reports of avoiding classes				
Yes	144	31.0	67.4	†
No	24,315	5.0	94.9	0.1
Not ascertained	155	†	23.3	75.2
Student reports of avoiding extracurricular activities at school				
Yes	208	33.2	66.8	†
No	24,270	4.9	95.0	0.1
Not ascertained	136	†	14.0	86.0
Student reports of fearing attack or harm at school[2]				
Yes	1,308	26.4	73.4	†
No	23,145	3.9	95.9	0.1
Not ascertained	161	†	27.9	70.6
Student reports of fear traveling to and from school[3]				
Yes	958	15.1	84.9	†
No	23,494	4.7	95.2	0.1
Not ascertained	163	†	27.6	69.7
Student reports of presence of security officers or assigned police at school				
Yes	13,321	5.1	94.5	0.4
No	11,161	5.2	94.4	0.4
Not ascertained	132	†	63.0	35.5
Student reports of hallway supervision by school staff				
Yes	21,023	5.1	94.5	0.4
No	3,479	5.1	94.4	0.5
Not ascertained	112	8.2	48.2	43.6

NOTE: See footnotes at end of table.

Table 13.—Percentage of students ages 12 through 18 who reported being bullied at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Bullied at school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Student reports of use of metal detectors at school				
Yes	2,225	4.8	95.0	†
No	22,141	5.1	94.4	0.4
Not ascertained	248	3.3	76.6	20.0

† Too few sample cases.

[1]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[2]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[3]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 14.—Percentage of students ages 12 through 18 who reported that they avoided school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Total	**24,614**	**2.3**	**97.1**	**0.6**
Characteristics				
Student sex				
Male	12,631	2.1	97.2	0.6
Female	11,983	2.5	96.9	0.7
Student race/ethnicity				
White, non-Hispanic	16,211	2.3	97.0	0.7
Black, non-Hispanic	3,826	1.9	97.3	0.7
Hispanic	3,450	2.8	96.7	0.5
Other, non-Hispanic	1,127	1.5	97.9	0.6
Student grade				
6th	2,109	2.3	96.7	1.1
7th	4,040	2.7	96.8	0.5
8th	4,032	2.2	96.9	0.8
9th	3,838	2.5	96.8	0.7
10th	3,677	1.7	97.5	0.8
11th	3,586	2.5	97.0	0.4
12th	3,332	2.0	97.7	0.4
Student household income				
Less than $7,500	985	2.0	96.7	1.3
$7,500–9,999	468	†	97.2	†
$10,000–14,999	1,413	1.7	97.0	1.3
$15,000-24,999	2,848	2.1	97.3	0.6
$25,000–29,999	1,358	1.7	98.3	†
$30,000–49,999	5,511	2.4	97.0	0.7
$50,000 or more	8,534	2.7	96.6	0.6
Not ascertained	3,496	2.0	97.7	0.4
Student place of residence				
Urban	6,541	2.0	97.1	0.9
Suburban	12,936	2.8	96.5	0.6
Rural	5,138	1.2	98.4	0.3
Student school type				
Public	22,232	2.3	97.0	0.6
Private	2,372	1.8	97.4	0.8
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 14.—Percentage of students ages 12 through 18 who reported that they avoided school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Perceptions of conditions at school				
Student reports of any victimization at school[1]				
Yes	21,488	3.9	95.4	0.7
No	3,008	2.1	97.7	0.2
Not ascertained	119	†	27.2	72.8
Student reports of violent victimization at school[2]				
Yes	23,445	6.2	93.0	0.7
No	988	2.1	97.2	0.6
Not ascertained	182	†	100.0	†
Student reports of property victimization at school[3]				
Yes	22,611	3.6	96.0	†
No	1,895	2.2	97.2	0.7
Not ascertained	109	†	93.7	†
Student reports of street gangs at school				
Yes	4,252	4.2	95.4	0.5
No	15,494	2.0	97.7	0.3
Do not know	3,908	1.7	98.1	†
Not ascertained	960	1.1	90.2	8.7
Student reports of bringing any weapon to school[4]				
Yes	378	3.6	96.4	†
No	24,236	2.3	97.1	0.7
Student reports of knowing a student with a gun at school				
Yes	1,847	3.5	96.4	†
No	22,566	2.2	97.7	0.1
Not ascertained	202	†	33.3	64.2
Student reports of being bullied at school				
Yes	1,253	7.5	92.3	†
No	23,214	2.0	97.8	0.2
Not ascertained	148	†	19.4	79.1
Student reports of avoiding classes				
Yes	144	38.2	61.8	†
No	24,315	2.1	97.8	0.1
Not ascertained	155	†	12.1	86.7
Student reports of avoiding extracurricular activities at school				
Yes	208	16.7	83.2	†
No	24,270	2.2	97.7	0.1
Not ascertained	136	†	†	96.7

NOTE: See footnotes at end of table.

Table 14.—Percentage of students ages 12 through 18 who reported that they avoided school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Student reports of fearing attack or harm at school[5]				
Yes	1,308	9.6	89.8	0.5
No	23,145	1.9	98.0	0.1
Not ascertained	161	†	16.8	81.6
Student reports of fearing attack or harm while traveling to and from school[6]				
Yes	958	4.6	95.4	†
No	23494	2.2	97.7	0.1
Not ascertained	163	†	19.3	80.6
Student reports of presence of security officers or assigned police at school				
Yes	13,321	2.6	96.9	0.4
No	11,161	1.9	97.6	0.5
Not ascertained	132	†	65.2	33.3
Student reports of hallway supervision by school staff				
Yes	21,023	2.4	97.2	0.4
No	3,479	1.8	97.5	0.7
Not ascertained	112	†	59.0	41.0
Student reports of use of metal detectors at school				
Yes	2,225	3.5	96.0	0.5
No	22,141	2.2	97.3	0.5
Not ascertained	248	†	81.5	18.5

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[4]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[5]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[6]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 15.—Percentage of students ages 12 through 18 who reported that they avoided class, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided classes		
		Yes (percent)	No (percent)	Not ascertained (percent)
Total	**24,614**	**0.6**	**98.8**	**0.6**
Characteristics				
Student sex				
Male	12,631	0.5	98.8	0.7
Female	11,983	0.6	98.8	0.6
Student race/ethnicity				
White, non-Hispanic	16,211	0.4	99.0	0.6
Black, non-Hispanic	3,826	1.2	97.9	0.9
Hispanic	3,450	0.8	98.7	0.5
Other, non-Hispanic	1,127	0.7	98.7	0.6
Student grade				
6th	2,109	0.6	98.2	1.2
7th	4,040	0.6	98.8	0.6
8th	4,032	0.4	98.8	0.7
9th	3,838	0.6	98.9	0.5
10th	3,677	1.0	98.1	0.8
11th	3,586	0.4	99.1	0.5
12th	3,332	0.4	99.3	0.3
Student household income				
Less than $7,500	985	2.2	96.8	0.9
$7,500–9,999	468	†	97.5	†
$10,000–14,999	1,413	1.3	97.3	1.4
$15,000-24,999	2,848	0.5	98.8	0.7
$25,000–29,999	1,358	†	100.0	†
$30,000–49,999	5,511	†	99.3	0.6
$50,000 or more	8,534	0.6	98.8	0.6
Not ascertained	3,496	0.7	98.8	0.4
Student place of residence				
Urban	6,541	0.7	98.4	0.8
Suburban	12,936	0.5	98.8	0.6
Rural	5,138	0.5	99.2	0.3
Student school type				
Public	22,232	0.6	98.8	0.6
Private	2,372	†	99.0	0.7
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 15.—Percentage of students ages 12 through 18 who reported that they avoided class, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided classes		
		Yes (percent)	No (percent)	Not ascertained (percent)
Perceptions of conditions at school				
Student reports of any victimization at school[1]				
Yes	21,488	1.7	97.6	0.6
No	3,008	0.4	99.3	0.2
Not ascertained	119	†	27.2	72.8
Student reports of violent victimization at school[2]				
Yes	23,445	2.8	96.9	†
No	988	0.5	98.9	0.6
Not ascertained	182	†	98.7	†
Student reports of property victimization at school[3]				
Yes	22,611	1.7	97.7	0.6
No	1,895	0.5	98.9	0.6
Not ascertained	109	†	97.8	†
Student reports of street gangs at school				
Yes	4,252	1.8	97.8	0.4
No	15,494	0.4	99.4	0.2
Do not know	3,908	0.3	99.4	0.3
Not ascertained	960	†	91.1	8.9
Student reports of bringing any weapon to school[4]				
Yes	378	2.5	97.5	†
No	24,236	0.6	98.8	0.6
Student reports of knowing a student with a gun at school				
Yes	1,847	1.9	98.0	†
No	22,566	0.5	99.4	0.1
Not ascertained	202	†	34.6	64.2
Student reports of being bullied at school				
Yes	1,253	3.6	96.2	†
No	23,214	0.4	99.4	0.2
Not ascertained	148	†	19.4	79.1
Student reports of avoiding school				
Yes	563	9.8	89.9	†
No	23,891	0.4	99.5	0.1
Not ascertained	160	†	16.0	84.0
Student reports of avoiding extracurricular activities at school				
Yes	208	30.4	69.6	†
No	24,270	0.3	99.6	0.1
Not ascertained	136	†	†	98.1

NOTE: See footnotes at end of table.

Table 15.—Percentage of students ages 12 through 18 who reported that they avoided class, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided classes		
		Yes (percent)	No (percent)	Not ascertained (percent)
Student reports of fearing attack or harm at school[5]				
Yes	1,308	5.8	93.6	†
No	23,145	0.3	99.6	0.1
Not ascertained	161	†	18.3	81.6
Student reports of fearing attack or harm while traveling to and from school[6]				
Yes	958	3.9	95.6	†
No	23,494	0.4	99.5	0.1
Not ascertained	163	†	19.3	80.6
Student reports of presence of security officers or assigned police at school				
Yes	13,321	0.8	98.8	0.4
No	11,161	0.4	99.1	0.5
Not ascertained	132	†	66.7	33.3
Student reports of hallway supervision by school staff				
Yes	21,023	0.6	99.0	0.4
No	3,479	0.4	98.8	0.7
Not ascertained	112	†	59.0	41.0
Student reports of use of metal detectors at school				
Yes	2,225	0.8	98.9	0.3
No	22,141	0.6	99.0	0.5
Not ascertained	248	†	80.0	18.5

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[4]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[5]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[6]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 16.—Percentage of students ages 12 through 18 who reported that they avoided participating in extracurricular activities, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided extracurricular activities		
		Yes (percent)	No (percent)	Not ascertained (percent)
Total	**24,614**	**0.8**	**98.6**	**0.6**
Characteristics				
Student sex				
Male	12,631	1.0	98.5	0.6
Female	11,983	0.7	98.7	0.5
Student race/ethnicity				
White, non-Hispanic	16,211	0.6	98.9	0.6
Black, non-Hispanic	3,826	1.8	97.7	0.6
Hispanic	3,450	1.1	98.5	0.4
Other, non-Hispanic	1,127	1.0	98.1	0.8
Student grade				
6th	2,109	1.5	97.6	0.9
7th	4,040	0.9	98.7	0.4
8th	4,032	0.8	98.4	0.8
9th	3,838	0.9	98.6	0.5
10th	3,677	1.2	98.0	0.8
11th	3,586	0.6	99.0	0.3
12th	3,332	†	99.5	0.3
Student household income				
Less than $7,500	985	3.8	95.2	0.9
$7,500–9,999	468	†	98.2	†
$10,000–14,999	1,413	0.5	98.2	1.3
$15,000-24,999	2,848	1.0	98.4	0.6
$25,000–29,999	1,358	0.8	99.2	†
$30,000–49,999	5,511	0.6	98.9	0.4
$50,000 or more	8,534	0.6	98.8	0.6
Not ascertained	3,496	0.9	98.8	0.4
Student place of residence				
Urban	6,541	1.4	97.9	0.7
Suburban	12,936	0.7	98.8	0.6
Rural	5,138	0.6	99.0	0.3
Student school type				
Public	22,232	0.9	98.6	0.5
Private	2,372	0.4	99.1	0.5
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 16.—Percentage of students ages 12 through 18 who reported that they avoided participating in extracurricular activities, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided extracurricular activities		
		Yes (percent)	No (percent)	Not ascertained (percent)
Perceptions of conditions at school				
Student reports of any victimization at school[1]				
Yes	21,488	2.5	97.0	0.5
No	3,008	0.6	99.2	0.2
Not ascertained	119	†	27.2	72.8
Student reports of violent victimization at school[2]				
Yes	23,445	5.0	94.7	†
No	988	0.7	98.8	0.6
Not ascertained	182	†	98.7	†
Student reports of property victimization at school[3]				
Yes	22,611	1.6	98.0	†
No	1,895	0.8	98.7	0.6
Not ascertained	109	6.7	91.1	†
Student reports of street gangs at school				
Yes	4,252	2.2	97.5	0.3
No	15,494	0.6	99.2	0.2
Do not know	3,908	0.3	99.6	†
Not ascertained	960	†	90.5	9.0
Student reports of bringing any weapon to school[4]				
Yes	378	2.1	97.9	†
No	24,236	0.8	98.6	0.6
Student reports of knowing a student with a gun at school				
Yes	1,847	2.2	97.6	†
No	22,566	0.7	99.2	0.0
Not ascertained	202	†	37.3	62.6
Student reports of being bullied at school				
Yes	1,253	5.5	94.5	†
No	23,214	0.6	99.3	0.1
Not ascertained	148	†	20.9	79.1
Student reports of avoiding school				
Yes	563	6.2	93.4	†
No	23,891	0.7	99.3	†
Not ascertained	160	†	18.0	82.0

NOTE: See footnotes at end of table.

Table 16.—Percentage of students ages 12 through 18 who reported that they avoided participating in extracurricular activities, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Avoided extracurricular activities: Yes (percent)	No (percent)	Not ascertained (percent)
Student reports of avoiding classes				
Yes	144	44.0	56.0	†
No	24,315	0.6	99.4	†
Not ascertained	155	†	14.2	85.8
Student reports of fearing attack or harm at school[5]				
Yes	1,308	7.6	92.4	†
No	23,145	0.4	99.5	0.0
Not ascertained	161	†	16.7	79.6
Student reports of fearing attack or harm while traveling to and from school[6]				
Yes	958	6.1	93.9	†
No	23,494	0.6	99.3	0.0
Not ascertained	163	†	21.3	78.7
Student reports of presence of security officers or assigned police at school				
Yes	13,321	0.9	98.7	0.3
No	11,161	0.8	98.8	0.4
Not ascertained	132	†	66.7	33.3
Student reports of hallway supervision by school staff				
Yes	21,023	0.9	98.8	0.3
No	3,479	0.7	98.6	0.7
Not ascertained	112	†	59.0	41.0
Student reports of use of metal detectors at school				
Yes	2,225	1.2	98.5	†
No	22,141	0.8	98.8	0.4
Not ascertained	248	†	80.0	18.5

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[4]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[5]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[6]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 17.—Percentage of students ages 12 through 18 who reported fearing attack or harm at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Feared attack or harm at school[1]		
		Yes (percent)	No (percent)	Not ascertained (percent)
Total	**24,614**	**5.3**	**94.0**	**0.6**
Characteristics				
Student sex				
Male	12,631	4.9	94.4	0.7
Female	11,983	5.7	93.6	0.6
Student race/ethnicity				
White, non-Hispanic	16,211	3.9	95.4	0.6
Black, non-Hispanic	3,826	9.0	90.3	0.7
Hispanic	3,450	8.1	91.3	0.6
Other, non-Hispanic	1,127	4.2	95.2	0.6
Student grade				
6th	2,109	9.3	89.9	0.7
7th	4,040	7.5	92.1	0.4
8th	4,032	6.0	93.2	0.8
9th	3,838	5.2	94.2	0.6
10th	3,677	4.5	94.4	1.1
11th	3,586	3.3	96.1	0.6
12th	3,332	2.5	97.0	0.4
Student household income				
Less than $7,500	985	12.0	87.0	0.9
$7,500–9,999	468	6.5	93.0	†
$10,000–14,999	1,413	6.6	92.1	1.3
$15,000-24,999	2,848	7.5	91.6	0.8
$25,000–29,999	1,358	7.4	92.6	†
$30,000–49,999	5,511	4.9	94.6	0.5
$50,000 or more	8,534	3.6	95.8	0.6
Not ascertained	3,496	5.1	94.2	0.8
Student place of residence				
Urban	6,541	7.3	91.7	0.9
Suburban	12,936	4.9	94.5	0.6
Rural	5,138	3.8	95.8	0.4
Student school type				
Public	22,232	5.7	93.7	0.6
Private	2,372	1.7	97.4	0.9
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 17.—Percentage of students ages 12 through 18 who reported fearing attack or harm at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Feared attack or harm at school[1]		
		Yes (percent)	No (percent)	Not ascertained (percent)
Perceptions of conditions at school				
Student reports of any victimization at school[2]				
Yes	21,488	13.4	86.0	0.5
No	3,008	4.2	95.5	0.3
Not ascertained	119	†	30.1	69.9
Student reports of violent victimization at school[3]				
Yes	23,445	27.9	71.8	†
No	988	4.4	94.9	0.7
Not ascertained	182	†	96.8	†
Student reports of property victimization at school[4]				
Yes	22,611	9.5	90.1	0.4
No	1,895	4.8	94.5	0.7
Not ascertained	109	27.5	70.3	†
Student reports of any drugs at school[5]				
Yes	9,079	6.2	93.3	0.4
No	15,536	4.8	94.4	0.8
Student reports of street gangs at school				
Yes	4,252	11.6	87.7	0.6
No	15,494	3.4	96.3	0.3
Do not know	3,908	6.4	93.3	0.2
Not ascertained	960	3.0	88.2	8.7
Student reports of bringing any weapon to school[6]				
Yes	378	10.7	88.6	†
No	24,236	5.2	94.1	0.6
Student reports of knowing a student with a gun at school				
Yes	1,847	12.0	87.9	†
No	22,566	4.8	95.1	0.1
Not ascertained	202	3.3	31.6	65.1
Student reports of being bullied at school				
Yes	1,253	27.5	72.3	†
No	23,214	4.1	95.7	0.2
Not ascertained	148	†	21.7	76.8
Student reports of avoiding school				
Yes	563	22.4	77.2	†
No	23,891	4.9	95.0	0.1
Not ascertained	160	4.3	13.8	81.8

NOTE: See footnotes at end of table.

Table 17.—Percentage of students ages 12 through 18 who reported fearing attack or harm at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Feared attack or harm at school[1]		
		Yes (percent)	No (percent)	Not ascertained (percent)
Student reports of avoiding classes				
Yes	144	53.2	46.8	†
No	24,315	5.0	94.8	0.1
Not ascertained	155	†	11.1	84.5
Student reports of avoiding extracurricular activities at school				
Yes	208	47.5	49.7	†
No	24,270	5.0	94.9	0.1
Not ascertained	136	†	5.8	94.2
Student reports of presence of security officers or assigned police at school				
Yes	13,321	6.4	93.1	0.5
No	11,161	4.0	95.5	0.5
Not ascertained	132	†	64.9	30.7
Student reports of hallway supervision by school staff				
Yes	21,923	5.2	94.3	0.4
No	3,479	5.8	93.4	0.8
Not ascertained	112	†	57.9	38.0
Student reports of use of metal detectors at school				
Yes	2,225	10.6	89.0	0.4
No	22,141	4.8	94.7	0.5
Not ascertained	248	5.5	77.3	17.2

† Too few sample cases.

[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[5]If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP heroin, or other drugs.

[6]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 18.—Percentage of students ages 12 through 18 who reported fearing attack or harm on the way to and from school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Feared attack or harm on the way to and from school[1]		
		Yes (percent)	No (percent)	Not ascertained (percent)
Total	24,614	3.9	95.4	0.7
Characteristics				
Student sex				
Male	12,631	3.4	95.9	0.7
Female	11,983	4.4	94.9	0.6
Student race/ethnicity				
White, non-Hispanic	16,211	2.1	97.2	0.7
Black, non-Hispanic	3,826	8.2	91.1	0.8
Hispanic	3,450	7.6	92.0	0.4
Other, non-Hispanic	1,127	3.8	95.4	0.8
Student grade				
6th	2,109	4.7	94.6	0.7
7th	4,040	4.7	94.7	0.6
8th	4,032	3.8	95.4	0.8
9th	3,838	3.6	95.7	0.6
10th	3,677	4.4	94.7	0.9
11th	3,586	3.0	96.6	0.4
12th	3,332	3.2	96.2	0.6
Student household income				
Less than $7,500	985	8.8	90.2	0.9
$7,500–9,999	468	6.9	91.8	†
$10,000–14,999	1,413	5.1	93.6	1.3
$15,000-24,999	2,848	6.7	92.7	0.6
$25,000–29,999	1,358	4.8	95.2	†
$30,000–49,999	5,511	3.4	96.1	0.5
$50,000 or more	8,534	2.0	97.3	0.7
Not ascertained	3,496	4.3	95.0	0.7
Student place of residence				
Urban	6,541	7.5	91.6	0.8
Suburban	12,936	2.9	96.4	0.7
Rural	5,138	1.8	97.9	0.3
Student school type				
Public	22,232	4.0	95.4	0.6
Private	2,372	2.8	96.4	0.9
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table 18.—Percentage of students ages 12 through 18 who reported fearing attack or harm on the way to and from school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Feared attack or harm on the way to and from school[1]		
		Yes (percent)	No (percent)	Not ascertained (percent)
Perceptions of conditions at school				
Student reports of any victimization at school[2]				
Yes	21,488	7.7	91.6	0.7
No	3,008	3.4	96.3	0.3
Not ascertained	119	†	30.1	69.9
Student reports of violent victimization at school[3]				
Yes	23,445	14.5	85.0	†
No	988	3.4	95.9	0.7
Not ascertained	182	5.6	94.4	†
Student reports of property victimization at school[4]				
Yes	22,611	5.3	94.2	0.5
No	1,895	3.7	95.6	0.7
Not ascertained	109	18.8	79.0	†
Student reports of any drugs at school[5]				
Yes	9,079	4.1	95.6	0.3
No	15,536	3.8	95.4	0.8
Student reports of street gangs at school				
Yes	4,252	9.3	90.2	0.5
No	15,494	2.5	97.2	0.2
Do not know	3,908	3.7	95.9	0.4
Not ascertained	960	3.6	87.7	8.7
Student reports of bringing any weapon to school[6]				
Yes	378	5.9	94.1	†
No	24,236	3.9	95.5	0.7
Student reports of knowing a student with a gun at school				
Yes	1,847	8.8	90.9	†
No	22,566	3.5	96.4	0.1
Not ascertained	202	†	33.7	66.3
Student reports of being bullied at school				
Yes	1,253	11.6	88.1	†
No	23,214	3.5	96.3	0.2
Not ascertained	148	†	23.2	76.8
Student reports of avoiding school				
Yes	563	7.8	92.2	†
No	23,891	3.8	96.0	0.1
Not ascertained	160	†	18.1	81.8

NOTE: See footnotes at end of table.

Table 18.—Percentage of students ages 12 through 18 who reported fearing attack or harm on the way to and from school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Number of students (thousands)	Feared attack or harm on the way to and from school[1]		
		Yes (percent)	No (percent)	Not ascertained (percent)
Student reports of avoiding classes				
Yes	144	25.8	74.1	†
No	24,315	3.8	96.1	0.1
Not ascertained	155	†	12.6	84.5
Student reports of avoiding extracurricular activities at school				
Yes	208	28.1	71.8	†
No	24,270	3.7	96.2	0.1
Not ascertained	136	†	5.8	94.2
Student reports of presence of security officers or assigned police at school				
Yes	13,321	5.0	94.5	0.5
No	11,161	2.6	96.9	0.5
Not ascertained	132	†	67.3	30.7
Student reports of hallway supervision by school staff				
Yes	21,023	3.8	95.7	0.4
No	3,479	4.3	94.9	0.8
Not ascertained	112	†	62.0	38.0
Student reports of use of metal detectors at school				
Yes	2,225	11.0	88.8	†
No	22,141	3.2	96.3	0.5
Not ascertained	248	3.7	79.2	17.2

† Too few sample cases.

[1]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[5]If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP heroin, or other drugs.

[6]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 19.—Percentage of students ages 12 through 18 who reported fearing being attacked or harmed at school, on the way to and from school, or outside of school, by interview date: 1999

Date of interview	Number of students[1] (thousands)	Feared attack or harm at school[2]			Feared attack or harm on the way to and from school[3]			Feared attack or harm outside school		
		Yes (percent)	No (percent)	Not ascertained (percent)	Yes (percent)	No (percent)	Not ascertained (percent)	Yes (percent)	No (percent)	Not ascertained (percent)
Before or on April 20, 1999	16,246	4.8	94.5	0.7	3.6	95.7	0.7	5.4	93.8	0.8
After April 20, 1999	8,361	6.3	93.1	0.6	4.4	95.0	0.6	6.2	92.9	0.8

[1]The number of students is not the same as the total number of students on previous tables. Seven cases were excluded because they did not include a date for the interview.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[3]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 20.—Percentage of students ages 12 through 18 who reported that they avoided attending school, class, or participating in extracurricular activities, by interview date: 1999

Date of interview	Number of students[1] (thousands)	Avoided class			Avoided school			Avoided extracurricular activities		
		Yes (percent)	No (percent)	Not ascertained (percent)	Yes (percent)	No (percent)	Not ascertained (percent)	Yes (percent)	No (percent)	Not ascertained (percent)
Before or on April 20, 1999	16,246	0.4	98.9	0.7	2.3	97.0	0.7	0.7	98.7	0.6
After April 20, 1999	8,361	0.9	98.6	0.6	2.3	97.1	0.6	1.1	98.3	0.5

[1]The number of students is not the same as the total number of students on previous tables. Seven cases were excluded because they did not include a date for the interview.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 21.—Percentage of students ages 12 through 18 who reported knowing a student who brought a gun to school, by interview date: 1999

Date of interview	Number of students* (thousands)	Knew student who brought a gun to school		
		Yes (percent)	No (percent)	Not ascertained (percent)
Before or on April 20, 1999	16,246	6.7	92.5	0.8
After April 20, 1999	8,361	9.0	90.1	0.9

*The number of students is not the same as the total number of students on previous tables. Seven cases were excluded because they did not include a date for the interview.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 22.—Percentage of students ages 12 through 18 who reported seeing a student who brought a gun to school, by interview date: 1999

Date of interview	Number of students* (thousands)	Saw student who brought a gun to school			
		Yes (percent)	No (percent)	Do not know (percent)	Not ascertained (percent)
Before or on April 20, 1999	16,246	2.4	96.9	0.1	0.7
After April 20, 1999	8,361	3.6	95.6	0.2	0.5

*The number of students is not the same as the total number of students on previous tables. Seven cases were excluded because they did not include a date for the interview.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table 23.—Percentage of students ages 12 through 18 who reported bringing a weapon to school, by interview date: 1999

Date of interview	Number of students (thousands)[1]	Brought any weapon to school[2]	
		Yes (percent)	No (percent)
Before or on April 20, 1999	16,246	1.4	98.6
After April 20, 1999	8,361	1.8	98.2

[1]The number of students is not the same as the total number of students on previous tables. Seven cases were excluded because they did not include a date for the interview.

[2]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

NOTE: Detail may not sum to totals because of rounding and too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Tables of Standard Errors

Table S1.—Standard errors for percentage of students ages 12 through 18 who reported criminal victimization at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Criminal Victimization		
	Any[1]	Violent[2]	Property[3]
Total	**0.4**	**0.2**	**0.4**
Characteristics			
Student sex			
Male	0.6	0.3	0.5
Female	0.6	0.3	0.5
Student race/ethnicity			
White, non-Hispanic	0.5	0.3	0.5
Black, non-Hispanic	1.2	0.7	1.0
Hispanic	1.1	0.7	0.7
Other, non-Hispanic	1.9	0.9	1.2
Student grade			
6th	1.6	1.1	1.1
7th	1.0	0.6	1.0
8th	1.0	0.5	0.9
9th	1.0	0.6	0.8
10th	0.9	0.5	0.8
11th	1.0	0.7	0.8
12th	1.1	0.4	0.8
Student household income			
Less than $7,500	2.6	1.6	2.2
$7,500–9,999	2.9	1.4	2.5
$10,000–14,999	1.6	1.0	1.3
$15,000-24,999	1.2	0.7	1.1
$25,000–29,999	1.5	1.2	1.1
$30,000–49,999	0.8	0.5	0.8
$50,000 or more	0.7	0.4	0.6
Not ascertained	0.9	0.5	0.7
Student place of residence			
Urban	0.9	0.5	0.7
Suburban	0.5	0.3	0.4
Rural	1.2	0.6	1.1
Student school type			
Public	0.5	0.3	0.4
Private	1.0	0.2	0.9
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S1.—Standard errors for percentage of students ages 12 through 18 who reported criminal victimization at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Criminal Victimization		
	Any[1]	Violent[2]	Property[3]
Perceptions of conditions at school			
Student reports of street gangs at school			
Yes	1.2	0.7	1.0
No	0.5	0.2	0.4
Do not know	1.1	0.6	0.8
Not ascertained	2.2	0.7	1.4
Student reports of knowing a student who brought a gun to school			
Yes	1.8	1.2	1.4
No	0.4	0.2	0.4
Not ascertained	4.8	2.3	3.8
Student reports of seeing a student with a gun at school			
Yes	3.0	1.9	2.4
No	0.4	0.2	0.4
Do not know	†	†	†
Not ascertained	4.6	†	†
Student reports of presence of security officers or assigned police at school			
Yes	0.6	0.3	0.5
No	0.6	0.3	0.6
Not ascertained	†	†	†
Student reports of hallway supervision by school staff			
Yes	0.5	0.3	0.4
No	1.1	0.6	1.0
Not ascertained	3.5	3.5	†
Student reports of use of metal detectors at school			
Yes	1.4	0.9	1.3
No	0.5	0.2	0.4
Not ascertained	3.0	2.9	†

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

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Table S2.—Standard errors for percentage of school victimizations reported to police: 1999

Victimization reported to police	Standard error
Yes	1.2
No	1.4
Do not know	†

† Too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999.

Table S3.—Standard errors for percentage of school victimizations not reported to police, by most important reason not reported to police: 1999

Most important reason victimization not reported to police	Standard error
Dealt with another way	
Reported to another official	2.3
Took care of informally	1.1
Not important enough to report	
Minor or unsuccessful crime	1.8
Child offenders involved	†
Not clear it was a crime	†
Police could not do anything	1.0
Police would not help	†
Other reason	1.47

† Too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999.

Table S4.—Standard errors for percentage of school victimizations occurring in school building, by location of occurrence: 1999

Location of victimization within school building	Standard error
Classroom	2.0
Hallway/Stairwell	1.9
Bathroom/Locker room	2.1
Other	1.8
Not ascertained	1.4

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999

Table S5.—Standard errors for percentage of school victimizations, by time of occurrence: 1999

Time of victimization	Standard error
6 a.m. to noon	2.2
After noon to 3 p.m.	2.3
After 3 p.m. to 6 p.m.	1.4
After 6 p.m. to 9 p.m.	†
After 9 p.m. to midnight	†
Do not know	1.6
Not ascertained	†

† Too few sample cases.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, January–June 1999.

Table S6.—Standard errors for percentage of students ages 12 through 18 reporting the availability of alcohol or drugs at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Alcohol availability	Any drug availability[1]
Total	**0.6**	**0.8**
Characteristics		
Student sex		
Male	0.8	0.9
Female	0.7	1.0
Student race/ethnicity		
White, non-Hispanic	0.7	1.0
Black, non-Hispanic	1.3	1.5
Hispanic	1.3	1.4
Other, non-Hispanic	2.0	2.2
Student grade		
6th	0.9	1.1
7th	0.8	1.0
8th	1.0	1.2
9th	1.2	1.8
10th	1.3	1.6
11th	1.4	1.6
12th	1.9	1.6
Student household income		
Less than $7,500	1.9	2.9
$7,500–9,999	2.2	3.5
$10,000–14,999	1.8	2.4
$15,000-24,999	1.8	1.8
$25,000–29,999	1.6	2.9
$30,000–49,999	1.3	1.5
$50,000 or more	0.9	1.0
Not ascertained	1.2	1.7
Student place of residence		
Urban	0.9	1.0
Suburban	0.8	1.0
Rural	2.1	2.2
Student school type		
Public	0.6	0.8
Private	1.5	1.9
Not ascertained	†	†
Perceptions of conditions at school		
Student reports of any victimization at school[2]		
Yes	0.6	1.6
No	1.6	0.8
Not ascertained	†	4.4

NOTE: See footnotes at end of table.

Table S6.—Standard errors for percentage of students ages 12 through 18 reporting the availability of alcohol or drugs at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Alcohol availability	Any drug availability[1]
Student reports of violent victimization at school[3]		
Yes	0.6	3.0
No	2.7	0.8
Not ascertained	5.2	7.5
Student reports of property victimization at school[4]		
Yes	0.6	2.0
No	2.2	0.8
Not ascertained	7.0	8.9
Student reports of street gangs at school		
Yes	1.4	1.5
No	0.7	0.9
Do not know	1.1	1.5
Not ascertained	1.9	2.1
Student reports of bringing any weapon to school[5]		
Yes	0.6	3.9
No	4.6	0.8
Student reports of knowing a student who brought a gun to school		
Yes	2.3	2.3
No	0.6	0.7
Not ascertained	3.5	6.3
Student reports of seeing a student with a gun at school		
Yes	3.2	2.6
No	0.6	0.8
Do not know	†	15.7
Not ascertained	3.8	7.0

† Too few sample cases.

[1]If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP heroin, or other drugs.

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[5]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S7.—Standard errors for percentage of students ages 12 through 18 reporting the availability of alcohol and specific drugs and the ease of availability at school: 1999

Alcohol or specific drug	Students reporting availability	Availability				
		Easy to obtain	Fairly easy to obtain	Fairly hard to obtain	Hard to obtain	Not ascertained
Alcohol	0.6	1.4	1.4	0.9	0.8	0.1
Marijuana	0.7	1.0	1.2	0.7	0.5	0.3
Crack	0.5	1.5	1.6	1.5	1.6	0.5
Other forms of cocaine	0.4	1.4	1.8	1.5	1.4	0.5
Uppers/downers	0.6	1.6	1.5	1.2	1.0	0.5
LSD	0.4	1.8	1.7	1.5	1.8	0.6
PCP	0.3	2.0	2.2	2.0	2.2	0.7
Heroin	0.3	2.3	1.7	1.9	2.2	0.8
Other drugs	0.5	4.0	2.4	2.4	2.1	1.4

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S8.—Standard errors for percentage of students ages 12 through 18 who reported the presence of street gangs at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999

Student characteristics and perceptions of conditions at school	1995 Street gangs at school				1999 Street gangs at school			
	Yes	No	Do not know	Not ascertained	Yes	No	Do not know	Not ascertained
Total	0.6	0.8	0.5	0.1	0.6	0.9	0.6	0.3
Characteristics								
Student sex								
Male	0.8	0.9	0.6	0.1	0.7	1.1	0.7	0.4
Female	0.8	0.9	0.6	0.2	0.8	1.1	0.8	0.3
Student race/ethnicity								
White, non-Hispanic	0.7	0.9	0.6	0.1	0.7	1.1	0.7	0.3
Black, non-Hispanic	1.7	1.8	1.2	0.4	1.8	2.2	1.4	0.6
Hispanic	1.8	1.6	1.1	0.4	1.7	1.8	1.1	0.7
Other, non-Hispanic	2.7	2.7	2.4	0.6	2.0	2.2	1.7	0.7
Student grade								
6th	1.1	1.6	1.2	0.5	1.2	1.8	1.6	0.7
7th	1.2	1.3	1.0	0.2	1.0	1.4	1.2	0.6
8th	1.2	1.4	0.8	0.2	1.1	1.4	1.1	0.5
9th	1.3	1.3	1.0	0.3	1.3	1.7	1.2	0.5
10th	1.5	1.6	0.9	0.2	1.4	1.8	1.2	0.6
11th	1.4	1.6	1.0	0.2	1.2	1.6	1.2	0.5
12th	1.5	1.7	1.2	0.4	1.5	1.8	1.1	0.7
Other	3.8	4.7	2.8	†	–	–	–	–
Student household income								
Less than $7,500	2.6	2.8	2.0	0.5	3.0	3.4	2.4	1.0
$7,500–9,999	3.1	3.6	3.0	1.0	3.2	4.8	3.4	3.0
$10,000–14,999	2.6	2.7	1.7	0.2	2.2	2.7	1.8	1.2
$15,000-24,999	1.5	1.6	1.1	0.4	1.6	1.9	1.5	0.7
$25,000–29,999	2.0	2.2	1.3	0.4	2.1	2.7	1.5	1.2
$30,000–49,999	1.0	1.1	0.8	0.1	1.1	1.4	1.0	0.5
$50,000 or more	1.0	1.1	0.8	0.2	0.7	1.2	0.8	0.3
Not ascertained	1.8	1.7	1.1	0.4	1.6	2.1	1.4	0.7
Student place of residence								
Urban	1.3	1.3	0.8	0.2	1.0	1.3	1.0	0.4
Suburban	0.8	0.8	0.6	0.1	0.7	1.0	0.7	0.3
Rural	1.7	2.2	1.2	0.3	2.1	3.3	1.8	0.9
Student school type								
Public	0.7	0.8	0.5	0.1	0.7	1.0	0.6	0.3
Private	0.8	1.0	0.8	†	0.8	1.6	1.0	1.0
Not ascertained	†	9.6	†	9.8	†	†	†	†

NOTE: See footnotes at end of table.

Table S8.—Standard errors for percentage of students ages 12 through 18 who reported the presence of street gangs at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999—Continued

Student characteristics and perceptions of conditions at school	1995 Street gangs at school				1999 Street gangs at school			
	Yes	No	Do not know	Not ascertained	Yes	No	Do not know	Not ascertained
Perceptions of conditions at school								
Student reports of any victimization at school[1]								
Yes	1.5	1.5	0.9	0.2	1.6	1.9	1.4	0.7
No	0.7	0.8	0.5	0.1	0.7	1.0	0.6	0.3
Not ascertained	†	†	†	4.7	†	6.0	†	7.1
Student reports of violent victimization at school[2]								
Yes	2.6	2.5	1.6	0.6	2.7	2.8	2.2	0.7
No	0.6	0.8	0.5	0.1	0.6	0.9	0.6	0.3
Not ascertained	†	3.9	†	5.3	4.8	6.8	5.4	2.5
Student reports of property victimization at school[3]								
Yes	1.7	1.7	0.9	0.2	2.0	2.0	1.6	0.7
No	0.6	0.8	0.5	0.1	0.7	1.0	0.6	0.3
Not ascertained	2.9	3.8	3.2	5.5	7.0	8.8	6.8	†
Student reports of knowing a student who brought a gun to school								
Yes	1.6	1.4	0.9	0.2	2.4	2.3	1.6	0.8
No	0.6	0.8	0.5	0.1	0.6	0.9	0.6	0.3
Not ascertained	3.7	5.0	4.1	6.2	4.6	5.8	4.4	6.9
Student reports of seeing a student with a gun at school								
Yes	2.3	2.1	1.1	†	3.8	3.4	2.3	1.3
No	0.6	0.7	0.5	0.1	0.6	0.9	0.6	0.3
Do not know	11.3	11.2	11.5	†	†	14.5	15.6	†
Not ascertained	4.1	4.9	4.3	6.3	5.8	6.3	†	7.8

– Data were not collected.

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995 and 1999.

Table S9.—Standard errors for percentage of students ages 12 through 18 who reported bringing guns or any weapons to school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Brought gun to school	Brought any weapon to school[1]
Total	**0.1**	**0.2**
Characteristics		
Student sex		
Male	0.1	0.2
Female	0.1	0.2
Student race/ethnicity		
White, non-Hispanic	0.1	0.2
Black, non-Hispanic	0.2	0.4
Hispanic	0.2	0.4
Other, non-Hispanic	†	0.6
Student grade		
6th	†	0.3
7th	†	0.2
8th	†	0.3
9th	0.2	0.4
10th	0.2	0.4
11th	0.2	0.4
12th	0.2	0.5
Student household income		
Less than $7,500	†	0.4
$7,500–9,999	†	†
$10,000–14,999	†	0.6
$15,000-24,999	0.3	0.5
$25,000–29,999	†	0.7
$30,000–49,999	0.1	0.3
$50,000 or more	0.1	0.2
Not ascertained	0.3	0.5
Student place of residence		
Urban	0.2	0.3
Suburban	0.1	0.2
Rural	†	0.4
Student school type		
Public	0.1	0.2
Private	0.2	0.4
Not ascertained	†	†
Perceptions of conditions at school		
Student reports of any victimization at school[2]		
Yes	0.2	0.4
No	0.1	0.2
Not ascertained	†	†

NOTE: See footnotes at end of table.

Table S9.—Standard errors for percentage of students ages 12 through 18 who reported bringing guns or any weapons to school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Brought gun to school	Brought any weapon to school[1]
Student reports of violent victimization at school[3]		
Yes	†	1.0
No	0.1	0.2
Not ascertained	†	†
Student reports of property victimization at school[4]		
Yes	0.2	0.5
No	0.1	0.2
Not ascertained	†	†
Student reports of street gangs at school		
Yes	0.2	0.5
No	0.1	0.2
Do not know	0.2	0.4
Not ascertained	†	†
Student reports of knowing a student with a gun at school		
Yes	0.6	1.0
No	0.1	0.2
Not ascertained	†	†
Student reports of seeing a student with a gun at school		
Yes	0.9	1.9
No	0.1	0.2
Do not know	†	†
Not ascertained	†	†
Student reports of being bullied at school		
Yes	0.5	0.9
No	0.1	0.1
Not ascertained	†	†
Student reports of avoiding school		
Yes	†	0.9
No	0.1	0.2
Not ascertained	†	†
Student reports of avoiding classes		
Yes	†	3.2
No	0.1	0.2
Not ascertained	†	†

NOTE: See footnotes at end of table.

Table S9.—Standard errors for percentage of students ages 12 through 18 who reported bringing guns or any weapons to school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Brought gun to school	Brought any weapon to school[1]
Student reports of avoiding extracurricular activities		
Yes	†	2.2
No	0.1	0.2
Not ascertained	†	†
Student reports of fearing attack or harm at school[5]		
Yes	†	0.8
No	0.2	0.2
Not ascertained	†	†
Student reports of fearing attack or harm while traveling to and from school[6]		
Yes	†	0.9
No	0.1	0.2
Not ascertained	†	†
Student reports of presence of security officers or assigned police at school		
Yes	0.1	0.2
No	0.1	0.2
Not ascertained	†	†
Student reports of hallway supervision by school staff		
Yes	0.1	0.2
No	0.1	0.4
Not ascertained	†	†
Student reports of use of metal detectors at school		
Yes	0.4	0.7
No	0.1	0.2
Not ascertained	†	†

† Too few sample cases.

[1]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[5]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[6]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S10.— Standard errors for percentage of students ages 12 through 18 who reported guns at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999

Student characteristics and perceptions of conditions at school	1995		1999	
	Knew student who brought a gun to school	Saw student with a gun at school	Knew student who brought a gun to school	Saw student with a gun at school
Total	**0.4**	**0.2**	**0.4**	**0.2**
Characteristics				
Student sex				
Male	0.5	0.4	0.4	0.3
Female	0.5	0.4	0.5	0.3
Student race/ethnicity				
White, non-Hispanic	0.5	0.3	0.4	0.2
Black, non-Hispanic	1.2	0.8	1.3	0.9
Hispanic	0.9	0.7	0.8	0.6
Other, non-Hispanic	1.6	1.1	1.2	0.8
Student grade				
6th	0.8	0.5	1.1	0.6
7th	0.7	0.4	0.7	0.3
8th	0.8	0.6	0.7	0.4
9th	0.9	0.7	0.8	0.5
10th	1.0	0.7	0.9	0.6
11th	1.0	0.7	0.8	0.6
12th	1.2	0.8	1.1	0.7
Other	2.2	2.0	–	–
Student household income				
Less than $7,500	1.6	1.0	1.6	1.0
$7,500–9,999	2.0	1.8	1.7	1.3
$10,000–14,999	1.3	0.9	1.4	0.9
$15,000-24,999	1.2	0.8	1.1	0.8
$25,000–29,999	1.3	0.9	1.6	0.9
$30,000–49,999	0.6	0.4	0.8	0.5
$50,000 or more	0.6	0.4	0.4	0.3
Not ascertained	1.1	0.7	0.9	0.6
Student place of residence				
Urban	0.9	0.5	0.6	0.4
Suburban	0.5	0.3	0.4	0.2
Rural	0.8	0.6	1.2	0.8
Student school type				
Public	0.4	0.3	0.4	0.2
Private	0.6	0.5	0.8	0.4
Not ascertained	4.3	0.0	†	†

NOTE: See footnotes at end of table.

Table S10.—Standard errors for percentage of students ages 12 through 18 who reported guns at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999—Continued

Student characteristics and perceptions of conditions at school	1995		1999	
	Knew student who brought a gun to school	Saw student with a gun at school	Knew student who brought a gun to school	Saw student with a gun at school
Perceptions of conditions at school				
Student reports of any victimization at school[1]				
Yes	1.1	0.8	1.2	0.8
No	0.4	0.2	0.4	0.2
Not ascertained	0.0	0.0	†	†
Student reports of violent victimization at school[2]				
Yes	2.3	1.9	2.1	1.4
No	0.4	0.2	0.4	0.2
Not ascertained	0.0	0.0	7.0	5.1
Student reports of property victimization at school[3]				
Yes	1.3	0.9	1.4	1.0
No	0.4	0.3	0.4	0.2
Not ascertained	0.0	0.0	7.1	†
Student reports of street gangs at school				
Yes	0.8	0.6	1.2	0.9
No	0.4	0.2	0.3	0.2
Do not know	0.8	0.5	0.8	0.4
Not ascertained	2.2	0.0	1.5	1.0
Student reports of being bullied at school				
Yes	–	–	1.8	1.4
No	–	–	0.4	0.2
Not ascertained	–	–	†	†
Student reports of fearing attack or harm at school[4]				
Yes	1.5	1.0	1.9	1.4
No	0.4	0.2	0.4	0.2
Not ascertained	†	†	†	†

NOTE: See footnotes at end of table.

Table S10.—Standard errors for percentage of students ages 12 through 18 who reported guns at school, by selected characteristics and perceptions of conditions at school: 1995 and 1999—Continued

Student characteristics and perceptions of conditions at school	1995		1999	
	Knew student who brought a gun to school	Saw student with a gun at school	Knew student who brought a gun to school	Saw student with a gun at school
Student reports of fearing attack or harm while traveling to and from school[5]				
Yes	1.8	1.3	2.4	1.7
No	0.4	0.2	0.4	0.2
Not ascertained	†	†	†	†

– Data were not collected.

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[4]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[5]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995 and 1999.

Table S11.—Standard errors for percentage of students ages 12 through 18 who reported being called a hate-related word, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Called a hate-related word		
	Yes	No	Not ascertained
Total	**0.5**	**0.5**	**0.1**
Characteristics			
Student sex			
Male	0.6	0.7	0.1
Female	0.7	0.7	0.1
Student race/ethnicity			
White, non-Hispanic	0.7	0.7	0.1
Black, non-Hispanic	1.2	1.2	0.2
Hispanic	1.1	1.1	0.2
Other, non-Hispanic	1.9	2.1	0.4
Student grade			
6th	1.3	1.4	0.3
7th	1.1	1.1	0.2
8th	1.0	1.0	0.3
9th	0.9	0.9	0.2
10th	1.1	1.1	0.3
11th	1.0	1.0	0.2
12th	1.2	1.3	0.2
Student household income			
Less than $7,500	2.5	2.6	0.6
$7,500–9,999	2.4	2.6	†
$10,000–14,999	2.1	2.2	0.7
$15,000-24,999	1.4	1.4	0.3
$25,000–29,999	1.7	1.7	†
$30,000–49,999	1.0	1.0	0.2
$50,000 or more	0.7	0.7	0.1
Not ascertained	1.2	1.2	0.2
Student place of residence			
Urban	0.8	0.8	0.2
Suburban	0.5	0.5	0.1
Rural	1.7	1.8	0.1
Student school type			
Public	0.6	0.6	0.1
Private	1.0	1.1	0.3
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S11.—Standard errors for percentage of students ages 12 through 18 who reported being called a hate-related word, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Called a hate-related word		
	Yes	No	Not ascertained
Perceptions of conditions at school			
Student reports of street gangs at school			
Yes	1.2	1.2	0.1
No	0.6	0.6	0.1
Do not know	1.0	1.0	0.2
Not ascertained	1.8	2.5	1.8
Student reports of hate-related graffiti at school			
Yes	0.9	0.9	0.1
No	0.4	0.4	0.0
Not ascertained	†	7.2	7.2
Student reports of being bullied at school			
Yes	2.4	2.4	†
No	0.5	0.5	0.0
Not ascertained	†	6.5	6.6
Student reports of avoiding school			
Yes	3.5	3.5	†
No	0.5	0.5	0.1
Not ascertained	4.0	7.4	7.8
Student reports of avoiding classes			
Yes	7.8	7.8	†
No	0.5	0.5	0.1
Not ascertained	2.9	7.5	7.4
Student reports of avoiding extracurricular activities			
Yes	6.3	6.3	†
No	0.5	0.5	0.1
Not ascertained	†	7.6	7.8
Student reports of fear at school[1]			
Yes	2.3	2.3	†
No	0.5	0.5	0.1
Not ascertained	3.7	7.4	7.6
Student reports of fear traveling to and from school[2]			
Yes	3.0	3.1	†
No	0.5	0.5	0.1
Not ascertained	3.7	7.2	7.3

† Too few sample cases.

[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S12.—Standard errors for percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Saw hate-related graffiti at school		
	Yes	No	Not ascertained
Total	**0.9**	**0.9**	**0.1**
Characteristics			
Student sex			
Male	1.1	1.1	0.1
Female	1.1	1.1	0.1
Student race/ethnicity			
White, non-Hispanic	1.2	1.2	0.1
Black, non-Hispanic	1.7	1.7	0.3
Hispanic	1.4	1.5	0.2
Other, non-Hispanic	2.5	2.5	0.5
Student grade			
6th	1.8	1.8	0.4
7th	1.4	1.4	0.2
8th	1.5	1.6	0.3
9th	1.6	1.5	0.2
10th	1.8	1.8	0.3
11th	1.7	1.7	0.2
12th	2.0	2.0	0.2
Student household income			
Less than $7,500	3.2	3.3	0.8
$7,500–9,999	5.2	5.2	†
$10,000–14,999	2.4	2.4	0.7
$15,000-24,999	1.8	1.8	0.2
$25,000–29,999	2.4	2.4	†
$30,000–49,999	1.7	1.7	0.2
$50,000 or more	1.3	1.3	0.2
Not ascertained	1.8	1.8	0.2
Student place of residence			
Urban	1.2	1.2	0.2
Suburban	1.1	1.1	0.1
Rural	2.6	2.6	0.2
Student school type			
Public	1.0	1.0	0.1
Private	1.8	1.9	0.2
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S12.—Standard errors for percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Saw hate-related graffiti at school		
	Yes	No	Not ascertained
Perceptions of conditions at school			
Student reports of street gangs at school			
Yes	1.7	1.7	†
No	1.0	1.0	0.1
Do not know	1.7	1.7	0.3
Not ascertained	2.5	3.1	1.8
Student reports of being bullied at school			
Yes	2.5	2.5	0.2
No	0.9	0.9	0.1
Not ascertained	†	†	3.3
Student reports of hate-related words at school			
Yes	1.6	1.6	†
No	0.9	0.9	0.1
Not ascertained	4.1	4.2	5.4
Student reports of avoiding school			
Yes	4.3	4.2	0.8
No	0.9	0.9	0.1
Not ascertained	4.3	5.7	6.7
Student reports of avoiding classes			
Yes	5.8	5.1	†
No	0.9	0.9	0.1
Not ascertained	3.4	5.7	6.1
Student reports of avoiding extracurricular activities			
Yes	5.4	5.6	†
No	0.9	0.9	0.1
Not ascertained	†	5.4	5.6
Student reports of fear at school[1]			
Yes	2.5	2.5	†
No	1.0	1.0	0.1
Not ascertained	3.7	6.2	6.6
Student reports of fear traveling to and from school[2]			
Yes	2.7	2.8	†
No	1.0	1.0	0.1
Not ascertained	3.2	6.0	6.4
Student reports of presence of security officers or assigned police at school			
Yes	1.0	1.0	0.1
No	1.3	1.3	0.1
Not ascertained	5.6	7.5	7.8

NOTE: See footnotes at end of table.

Table S12.—Standard errors for percentage of students ages 12 through 18 who reported seeing hate-related graffiti at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Saw hate-related graffiti at school		
	Yes	No	Not ascertained
Student reports of hallway supervision by school staff			
Yes	0.9	0.9	0.1
No	1.8	1.8	0.2
Not ascertained	4.6	7.3	8.0
Student reports of use of metal detectors at school			
Yes	2.2	2.2	†
No	1.0	1.0	0.1
Not ascertained	5.2	5.9	4.7

† Too few sample cases.

[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S13.—Standard errors for percentage of students ages 12 through 18 who reported being bullied at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Bullied at school		
	Yes	No	Not ascertained
Total	**0.3**	**0.3**	**0.1**
Characteristics			
Student sex			
Male	0.4	0.4	0.1
Female	0.4	0.4	0.1
Student race/ethnicity			
White, non-Hispanic	0.3	0.3	0.1
Black, non-Hispanic	0.7	0.8	0.2
Hispanic	0.7	0.7	0.2
Other, non-Hispanic	0.8	0.8	†
Student grade			
6th	1.3	1.4	0.3
7th	0.8	0.8	0.1
8th	0.6	0.6	0.2
9th	0.6	0.6	0.2
10th	0.4	0.6	0.3
11th	0.4	0.5	0.2
12th	0.4	0.4	0.2
Student household income			
Less than $7,500	1.4	1.4	0.6
$7,500–9,999	1.7	1.9	†
$10,000–14,999	1.3	1.3	0.7
$15,000-24,999	0.7	0.8	0.2
$25,000–29,999	0.9	0.9	†
$30,000–49,999	0.5	0.5	0.1
$50,000 or more	0.4	0.4	0.2
Not ascertained	0.6	0.6	0.2
Student place of residence			
Urban	0.5	0.6	0.2
Suburban	0.4	0.4	0.1
Rural	0.7	0.7	0.2
Student school type			
Public	0.3	0.3	0.1
Private	0.6	0.6	0.2
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S13.—Standard errors for percentage of students ages 12 through 18 who reported being bullied at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Bullied at school		
	Yes	No	Not ascertained
Perceptions of conditions at school			
Student reports of street gangs at school			
Yes	0.8	0.8	†
No	0.3	0.3	0.1
Do not know	0.7	0.7	0.2
Not ascertained	1.0	1.9	1.8
Student reports of bringing any weapon to school[1]			
Yes	2.6	2.6	†
No	0.3	0.3	0.1
Student reports of avoiding school			
Yes	2.6	2.6	†
No	0.3	0.3	0.0
Not ascertained	†	6.4	6.6
Student reports of avoiding classes			
Yes	6.1	6.5	†
No	0.2	0.3	0.0
Not ascertained	†	5.6	6.0
Student reports of avoiding extracurricular activities at school			
Yes	5.6	5.6	†
No	0.2	0.3	0.0
Not ascertained	†	5.3	5.3
Student reports of fearing attack or harm at school[2]			
Yes	2.0	2.0	†
No	0.2	0.2	0.0
Not ascertained	†	6.5	6.5
Student reports of fear traveling to and from school[3]			
Yes	1.9	1.9	†
No	0.3	0.3	0.0
Not ascertained	†	6.2	6.3
Student reports of presence of security officers or assigned police at school			
Yes	0.3	0.3	0.1
No	0.4	0.4	0.1
Not ascertained	†	7.8	7.7
Student reports of hallway supervision by school staff			
Yes	0.3	0.3	0.1
No	0.6	0.7	0.2
Not ascertained	3.8	7.8	8.3

NOTE: See footnotes at end of table.

Table S13.—Standard errors for percentage of students ages 12 through 18 who reported being bullied at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Bullied at school		
	Yes	No	Not ascertained
Student reports of use of metal detectors at school			
Yes	0.9	0.9	†
No	0.3	0.3	0.1
Not ascertained	1.9	4.9	4.7

† Too few sample cases.

[1]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[2]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[3]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S14.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Avoided school		
	Yes	No	Not ascertained
Total	**0.2**	**0.2**	**0.1**
Characteristics			
Student sex			
Male	0.2	0.3	0.1
Female	0.3	0.3	0.1
Student race/ethnicity			
White, non-Hispanic	0.2	0.3	0.1
Black, non-Hispanic	0.5	0.5	0.2
Hispanic	0.5	0.6	0.2
Other, non-Hispanic	0.3	0.5	0.4
Student grade			
6th	0.6	0.8	0.4
7th	0.4	0.4	0.1
8th	0.4	0.5	0.3
9th	0.4	0.4	0.2
10th	0.4	0.5	0.3
11th	0.4	0.4	0.2
12th	0.5	0.5	0.2
Student household income			
Less than $7,500	0.9	1.1	0.7
$7,500–9,999	†	1.8	†
$10,000–14,999	0.6	0.8	0.6
$15,000-24,999	0.5	0.6	0.3
$25,000–29,999	0.7	0.7	†
$30,000–49,999	0.4	0.5	0.2
$50,000 or more	0.3	0.3	0.2
Not ascertained	0.4	0.4	0.2
Student place of residence			
Urban	0.3	0.4	0.2
Suburban	0.2	0.3	0.1
Rural	0.4	0.4	0.1
Student school type			
Public	0.2	0.2	0.1
Private	0.5	0.6	0.3
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S14.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Avoided school		
	Yes	No	Not ascertained
Perceptions of conditions at school			
Student reports of any victimization at school[1]			
Yes	0.6	0.7	0.3
No	0.2	0.2	0.1
Not ascertained	†	6.0	6.0
Student reports of violent victimization at school[2]			
Yes	1.1	1.2	0.4
No	0.2	0.2	0.1
Not ascertained	†	0.0	†
Student reports of property victimization at school[3]			
Yes	0.8	0.9	†
No	0.2	0.2	0.1
Not ascertained	†	3.8	†
Student reports of street gangs at school			
Yes	0.6	0.6	0.2
No	0.2	0.3	0.1
Do not know	0.4	0.4	†
Not ascertained	0.6	1.9	1.7
Student reports of bringing any weapon to school[4]			
Yes	1.3	1.3	†
No	0.2	0.2	0.1
Student reports of knowing a student with a gun at school			
Yes	0.7	0.7	†
No	0.2	0.2	0.0
Not ascertained	†	6.1	6.2
Student reports of being bullied at school			
Yes	1.3	1.3	†
No	0.2	0.2	0.1
Not ascertained	†	4.9	5.1
Student reports of avoiding classes			
Yes	6.7	6.7	†
No	0.2	0.2	0.0
Not ascertained	†	4.8	4.9

NOTE: See footnotes at end of table.

Table S14.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Avoided school		
	Yes	No	Not ascertained
Student reports of avoiding extracurricular activities at school			
Yes	4.6	4.6	†
No	0.2	0.2	0.0
Not ascertained	†	†	2.3
Student reports of fearing attack or harm at school[5]			
Yes	1.4	1.4	0.3
No	0.2	0.2	0.0
Not ascertained	†	5.1	5.2
Student reports of fearing attack or harm while traveling to and from school[6]			
Yes	1.2	1.2	†
No	0.2	0.2	0.0
Not ascertained	†	4.9	4.9
Student reports of presence of security officers or assigned police at school			
Yes	0.3	0.3	0.1
No	0.2	0.3	0.1
Not ascertained	†	7.7	7.6
Student reports of hallway supervision by school staff			
Yes	0.2	0.2	0.1
No	0.4	0.5	0.2
Not ascertained	†	8.2	8.2
Student reports of use of metal detectors at school			
Yes	0.7	0.7	0.2
No	0.2	0.2	0.1
Not ascertained	†	4.6	4.6

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[4]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[5]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[6]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

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Table S15.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided class, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Avoided classes		
	Yes	No	Not ascertained
Total	0.1	0.1	0.1
Characteristics			
Student sex			
Male	0.1	0.2	0.1
Female	0.1	0.2	0.1
Student race/ethnicity			
White, non-Hispanic	0.1	0.1	0.1
Black, non-Hispanic	0.3	0.4	0.3
Hispanic	0.2	0.3	0.2
Other, non-Hispanic	0.6	0.7	0.4
Student grade			
6th	0.3	0.5	0.4
7th	0.2	0.3	0.2
8th	0.2	0.3	0.3
9th	0.2	0.3	0.2
10th	0.3	0.5	0.3
11th	0.2	0.3	0.2
12th	0.2	0.2	0.2
Student household income			
Less than $7,500	0.9	1.0	0.6
$7,500–9,999	†	1.3	†
$10,000–14,999	0.5	0.8	0.6
$15,000-24,999	0.3	0.4	0.3
$25,000–29,999	†	0.0	†
$30,000–49,999	†	0.2	0.2
$50,000 or more	0.2	0.2	0.2
Not ascertained	0.2	0.3	0.2
Student place of residence			
Urban	0.2	0.3	0.2
Suburban	0.1	0.2	0.1
Rural	0.2	0.2	0.1
Student school type			
Public	0.1	0.1	0.1
Private	†	0.3	0.3
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S15.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided class, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Avoided classes		
	Yes	No	Not ascertained
Perceptions of conditions at school			
Student reports of any victimization at school[1]			
Yes	0.4	0.4	0.3
No	0.1	0.1	0.1
Not ascertained	†	6.0	6.0
Student reports of violent victimization at school[2]			
Yes	0.8	0.9	0.3
No	0.1	0.1	0.1
Not ascertained	†	1.2	†
Student reports of property victimization at school[3]			
Yes	0.5	0.6	0.3
No	0.1	0.1	0.1
Not ascertained	†	2.2	†
Student reports of street gangs at school			
Yes	0.4	0.4	0.2
No	0.1	0.1	0.1
Do not know	0.2	0.2	0.2
Not ascertained	†	1.7	1.7
Student reports of bringing any weapon to school[4]			
Yes	1.2	1.2	†
No	0.1	0.1	0.1
Student reports of knowing a student with a gun at school			
Yes	0.6	0.6	†
No	0.1	0.1	0.0
Not ascertained	†	6.2	6.2
Student reports of being bullied at school			
Yes	0.8	0.8	†
No	0.1	0.1	0.0
Not ascertained	†	4.9	5.1
Student reports of avoiding school			
Yes	2.2	2.2	†
No	0.1	0.1	0.0
Not ascertained	†	5.2	5.2
Student reports of avoiding extracurricular activities			
Yes	5.7	5.7	†
No	0.1	0.1	0.0
Not ascertained	†	†	1.8

NOTE: See footnotes at end of table.

Table S15.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided class, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Avoided classes		
	Yes	No	Not ascertained
Student reports of fearing attack or harm at school[5]			
Yes	1.3	1.3	†
No	0.1	0.1	0.0
Not ascertained	†	5.2	5.2
Student reports of fearing attack or harm while traveling to and from school[6]			
Yes	1.2	1.3	†
No	0.1	0.1	0.0
Not ascertained	†	4.9	4.9
Student reports of presence of security officers or assigned police at school			
Yes	0.1	0.2	0.1
No	0.1	0.2	0.1
Not ascertained	†	7.6	7.6
Student reports of hallway supervision by school staff			
Yes	0.1	0.1	0.1
No	0.2	0.4	0.2
Not ascertained	†	8.2	8.2
Student reports of use of metal detectors at school			
Yes	0.3	0.4	0.2
No	0.1	0.1	0.1
Not ascertained	†	4.9	4.6

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[4]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[5]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[6]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S16.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided participating in extracurricular activities, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Avoided extracurricular activities		
	Yes	No	Not ascertained
Total	**0.1**	**0.1**	**0.1**
Characteristics			
Student sex			
Male	0.1	0.2	0.1
Female	0.1	0.2	0.1
Student race/ethnicity			
White, non-Hispanic	0.1	0.1	0.1
Black, non-Hispanic	0.4	0.4	0.2
Hispanic	0.2	0.3	0.2
Other, non-Hispanic	0.5	0.6	0.4
Student grade			
6th	0.4	0.6	0.3
7th	0.3	0.3	0.1
8th	0.2	0.3	0.3
9th	0.3	0.3	0.2
10th	0.3	0.4	0.3
11th	0.2	0.3	0.1
12th	†	0.2	0.2
Student household income			
Less than $7,500	1.1	1.2	0.6
$7,500–9,999	†	1.1	†
$10,000–14,999	0.3	0.7	0.6
$15,000-24,999	0.3	0.4	0.3
$25,000–29,999	0.4	0.4	†
$30,000–49,999	0.2	0.2	0.1
$50,000 or more	0.2	0.2	0.2
Not ascertained	0.2	0.3	0.2
Student place of residence			
Urban	0.2	0.3	0.2
Suburban	0.1	0.2	0.1
Rural	0.2	0.2	0.1
Student school type			
Public	0.1	0.1	0.1
Private	0.2	0.3	0.2
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S16.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided participating in extracurricular activities, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Avoided extracurricular activities		
	Yes	No	Not ascertained
Perceptions of conditions at school			
Student reports of any victimization at school[1]			
Yes	0.5	0.5	0.2
No	0.1	0.1	0.1
Not ascertained	†	6.0	6.0
Student reports of violent victimization at school[2]			
Yes	1.3	1.3	†
No	0.1	0.1	0.1
Not ascertained	†	1.2	†
Student reports of property victimization at school[3]			
Yes	0.6	0.6	†
No	0.1	0.1	0.1
Not ascertained	3.8	4.3	†
Student reports of street gangs at school			
Yes	0.4	0.4	0.2
No	0.1	0.1	0.1
Do not know	0.2	0.2	†
Not ascertained	†	1.8	1.8
Student reports of bringing any weapon to school[4]			
Yes	1.2	1.2	†
No	0.1	0.1	0.1
Student reports of knowing a student with a gun at school			
Yes	0.6	0.7	†
No	0.1	0.1	0.0
Not ascertained	†	6.3	6.3
Student reports of being bullied at school			
Yes	1.1	1.1	†
No	0.1	0.1	0.0
Not ascertained	†	5.1	5.1
Student reports of avoiding school			
Yes	1.9	1.9	†
No	0.1	0.1	†
Not ascertained	†	5.5	5.5

NOTE: See footnotes at end of table.

Table S16.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided participating in extracurricular activities, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Avoided extracurricular activities		
	Yes	No	Not ascertained
Student reports of avoiding classes			
Yes	7.5	7.5	†
No	0.1	0.1	†
Not ascertained	†	5.1	5.1
Student reports of fearing attack or harm at school[5]			
Yes	1.3	1.3	†
No	0.1	0.1	0.0
Not ascertained	†	5.1	5.4
Student reports of fearing attack or harm while traveling to and from school[6]			
Yes	1.3	1.3	†
No	0.1	0.1	0.0
Not ascertained	†	5.2	5.2
Student reports of presence of security officers or assigned police at school			
Yes	0.1	0.2	0.1
No	0.2	0.2	0.1
Not ascertained	†	7.6	7.6
Student reports of hallway supervision by school staff			
Yes	0.1	0.1	0.1
No	0.3	0.3	0.2
Not ascertained	†	8.2	8.2
Student reports of use of metal detectors at school			
Yes	0.4	0.4	†
No	0.1	0.1	0.1
Not ascertained	†	4.9	4.6

† Too few sample cases.

[1]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[2]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[3]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[4]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

[5]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Fearing attack or harm at school" category.

[6]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Fearing attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

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Table S17.—Standard errors for percentage of students ages 12 through 18 who reported fearing attack or harm at school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Feared attack or harm at school[1]		
	Yes	No	Not ascertained
Total	**0.3**	**0.3**	**0.1**
Characteristics			
Student sex			
Male	0.4	0.4	0.1
Female	0.4	0.4	0.1
Student race/ethnicity			
White, non-Hispanic	0.3	0.3	0.1
Black, non-Hispanic	1.0	1.0	0.2
Hispanic	0.9	1.0	0.2
Other, non-Hispanic	1.0	1.1	0.4
Student grade			
6th	1.2	1.3	0.3
7th	0.7	0.7	0.2
8th	0.6	0.7	0.3
9th	0.6	0.6	0.2
10th	0.6	0.6	0.3
11th	0.5	0.6	0.2
12th	0.5	0.6	0.2
Student household income			
Less than $7,500	2.2	2.3	0.6
$7,500–9,999	2.3	2.3	†
$10,000–14,999	1.2	1.3	0.6
$15,000-24,999	1.0	1.0	0.3
$25,000–29,999	1.4	1.4	†
$30,000–49,999	0.6	0.6	0.2
$50,000 or more	0.4	0.4	0.2
Not ascertained	0.6	0.6	0.3
Student place of residence			
Urban	0.6	0.6	0.2
Suburban	0.4	0.4	0.1
Rural	0.5	0.6	0.2
Student school type			
Public	0.3	0.3	0.1
Private	0.6	0.5	0.3
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S17.—Standard errors for percentage of students ages 12 through 18 who reported fearing attack or harm at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Feared attack or harm at school[1]		
	Yes	No	Not ascertained
Perceptions of conditions at school			
Student reports of any victimization at school[2]			
Yes	1.1	1.2	0.2
No	0.3	0.3	0.1
Not ascertained	†	6.8	6.8
Student reports of violent victimization at school[3]			
Yes	2.6	2.6	†
No	0.3	0.3	0.1
Not ascertained	†	2.2	†
Student reports of property victimization at school[4]			
Yes	1.2	1.2	†
No	0.3	0.3	0.1
Not ascertained	8.2	8.4	†
Student reports of any drugs at school[5]			
Yes	0.5	0.5	0.1
No	0.3	0.4	0.1
Student reports of street gangs at school			
Yes	1.0	1.0	0.2
No	0.3	0.3	0.1
Do not know	0.8	0.8	0.1
Not ascertained	0.8	1.9	1.7
Student reports of bringing any weapon to school[6]			
Yes	2.6	2.6	†
No	0.3	0.3	0.1
Student reports of knowing a student with a gun at school			
Yes	1.3	1.3	†
No	0.3	0.3	0.0
Not ascertained	1.9	6.1	6.2
Student reports of being bullied at school			
Yes	2.3	2.3	†
No	0.2	0.2	0.1
Not ascertained	†	5.2	5.4
Student reports of avoiding school			
Yes	3.2	3.2	†
No	0.3	0.3	0.0
Not ascertained	2.5	5.0	5.5

NOTE: See footnotes at end of table.

Table S17.—Standard errors for percentage of students ages 12 through 18 who reported fearing attack or harm at school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Feared attack or harm at school[1]		
	Yes	No	Not ascertained
Student reports of avoiding classes			
Yes	7.5	7.5	†
No	0.3	0.3	0.0
Not ascertained	†	4.0	5.3
Student reports of avoiding extracurricular activities at school			
Yes	6.3	6.0	†
No	0.3	0.3	0.0
Not ascertained	†	3.3	3.3
Student reports of presence of security officers or assigned police at school			
Yes	0.4	0.4	0.1
No	0.3	0.4	0.1
Not ascertained	†	7.5	7.5
Student reports of hallway supervision by school staff			
Yes	0.3	0.3	0.1
No	0.8	0.9	0.3
Not ascertained	†	8.2	8.2
Student reports of use of metal detectors at school			
Yes	1.2	1.2	0.2
No	0.3	0.3	0.1
Not ascertained	2.9	5.1	4.5

† Too few sample cases.

[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[5]If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP heroin, or other drugs.

[6]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S18.—Standard errors for percentage of students ages 12 through 18 who reported fearing attack or harm on the way to and from school, by selected characteristics and perceptions of conditions at school: 1999

Student characteristics and perceptions of conditions at school	Feared attack or harm on the way to and from school[1]		
	Yes	No	Not ascertained
Total	**0.2**	**0.2**	**0.1**
Characteristics			
Student sex			
Male	0.3	0.3	0.1
Female	0.4	0.4	0.1
Student race/ethnicity			
White, non-Hispanic	0.2	0.2	0.1
Black, non-Hispanic	1.0	1.0	0.2
Hispanic	0.9	0.9	0.2
Other, non-Hispanic	1.0	1.1	0.4
Student grade			
6th	0.8	0.8	0.3
7th	0.5	0.6	0.2
8th	0.6	0.6	0.3
9th	0.6	0.6	0.2
10th	0.6	0.7	0.3
11th	0.5	0.5	0.2
12th	0.7	0.8	0.2
Student household income			
Less than $7,500	1.9	2.0	0.6
$7,500–9,999	2.2	2.3	†
$10,000–14,999	1.0	1.1	0.6
$15,000-24,999	0.9	0.9	0.3
$25,000–29,999	1.1	1.1	†
$30,000–49,999	0.5	0.5	0.2
$50,000 or more	0.3	0.3	0.2
Not ascertained	0.6	0.6	0.3
Student place of residence			
Urban	0.6	0.7	0.2
Suburban	0.3	0.3	0.1
Rural	0.4	0.4	0.1
Student school type			
Public	0.2	0.2	0.1
Private	0.7	0.8	0.3
Not ascertained	†	†	†

NOTE: See footnotes at end of table.

Table S18.—Standard errors for percentage of students ages 12 through 18 who reported fearing attack or harm on the way to and from school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Feared attack or harm on the way to and from school[1]		
	Yes	No	Not ascertained
Perceptions of conditions at school			
Student reports of any victimization at school[2]			
Yes	0.9	1.0	0.3
No	0.2	0.2	0.1
Not ascertained	†	6.8	6.8
Student reports of violent victimization at school[3]			
Yes	2.2	2.2	†
No	0.2	0.2	0.1
Not ascertained	3.5	3.5	†
Student reports of property victimization at school[4]			
Yes	0.9	1.0	0.3
No	0.2	0.2	0.1
Not ascertained	6.6	6.8	†
Student reports of any drugs at school[5]			
Yes	0.4	0.4	0.1
No	0.3	0.4	0.1
Student reports of street gangs at school			
Yes	0.9	0.9	0.2
No	0.2	0.2	0.1
Do not know	0.5	0.5	0.2
Not ascertained	0.9	2.0	1.7
Student reports of bringing any weapon to school[6]			
Yes	2.0	2.0	†
No	0.3	0.3	0.1
Student reports of knowing a student with a gun at school			
Yes	1.2	1.3	†
No	0.2	0.2	0.0
Not ascertained	†	6.2	6.2
Student reports of being bullied at school			
Yes	1.6	1.6	†
No	0.2	0.2	0.1
Not ascertained	†	5.4	5.4
Student reports of avoiding school			
Yes	2.0	2.0	†
No	0.2	0.2	0.0
Not ascertained	†	5.5	5.5

NOTE: See footnotes at end of table.

Table S18.—Standard errors for percentage of students ages 12 through 18 who reported fearing attack or harm on the way to and from school, by selected characteristics and perceptions of conditions at school: 1999—Continued

Student characteristics and perceptions of conditions at school	Feared attack or harm on the way to and from school[1]		
	Yes	No	Not ascertained
Student reports of avoiding classes			
Yes	6.3	6.3	†
No	0.2	0.2	0.0
Not ascertained	†	4.6	5.3
Student reports of avoiding extracurricular activities at school			
Yes	5.3	5.3	†
No	0.2	0.2	0.0
Not ascertained	†	3.3	3.3
Student reports of presence of security officers or assigned police at school			
Yes	0.4	0.4	0.1
No	0.2	0.2	0.1
Not ascertained	†	7.6	7.5
Student reports of hallway supervision by school staff			
Yes	0.3	0.3	0.1
No	0.5	0.6	0.3
Not ascertained	†	8.2	8.2
Student reports of use of metal detectors at school			
Yes	1.3	1.3	†
No	0.2	0.2	0.1
Not ascertained	1.8	4.7	4.5

† Too few sample cases.

[1]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

[2]Any victimization is a combination of violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted once under the "any victimization" category. Any victimization includes those School Crime Supplement (SCS) cases that can be allocated to either the violent or property categories as well as those that can not. See appendix A for further information.

[3]Violent victimization includes incidents occurring at school reported in the SCS (physical attack or taking property from the student directly by force, weapons, or threats) or the National Crime Victimization Survey (NCVS) (rape, sexual assault, robbery, aggravated assault, and simple assault).

[4]Property victimization includes theft of a student's property at school reported in the SCS or the NCVS.

[5]If students responded that at least one of the drugs listed in the SCS were possible to obtain at school, they are included in the "any drug availability" category. The drugs include marijuana, crack, other forms of cocaine, uppers/downers, LSD, PCP heroin, or other drugs.

[6]If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S19.—Standard errors for percentage of students ages 12 through 18 who reported fearing being attacked or harmed at school, on the way to and from school, or outside of school, by interview date: 1999

Date of interview	Feared attack or harm at school[1]			Feared attack or harm on the way to and from school[2]			Feared attack or harm outside school		
	Yes	No	Not ascertained	Yes	No	Not ascertained	Yes	No	Not ascertained
Before or on April 20, 1999	0.3	0.3	0.1	0.3	0.3	0.1	0.4	0.4	0.1
After April 20, 1999	0.6	0.6	0.2	0.5	0.5	0.1	0.6	0.6	0.2

[1]If students responded that they sometimes or most of the time feared being attacked or harmed at school, they are included in the "Feared attack or harm at school" category.

[2]If students responded that they sometimes or most of the time feared being attacked or harmed while traveling to or from school, they are included in the "Feared attack or harm on the way to and from school" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S20.—Standard errors for percentage of students ages 12 through 18 who reported that they avoided attending school, class or participating in extracurricular activities, by interview date: 1999

Date of interview	Avoided class			Avoided school			Avoided extracurricular activities		
	Yes	No	Not ascertained	Yes	No	Not ascertained	Yes	No	Not ascertained
Before or on April 20, 1999	0.1	0.2	0.1	0.2	0.3	0.1	0.1	0.1	0.1
After April 20, 1999	0.2	0.2	0.1	0.3	0.3	0.1	0.2	0.2	0.1

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

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Table S21.—Standard errors for percentage of students ages 12 through 18 who reported knowing a student who brought a gun to school, by interview date: 1999

Date of interview	Knew student who brought a gun to school		
	Yes	No	Not ascertained
Before or on April 20, 1999	0.4	0.4	0.1
After April 20, 1999	0.7	0.7	0.2

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S22.—Standard errors for percentage of students ages 12 through 18 who reported seeing a student who brought a gun to school, by interview date: 1999

Date of interview	Saw student who brought a gun to school			
	Yes	No	Do not know	Not ascertained
Before or on April 20, 1999	0.2	0.3	0.0	0.1
After April 20, 1999	0.5	0.5	0.1	0.1

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Table S23.—Standard errors for percentage of students ages 12 through 18 who reported bringing a weapon to school, by interview date: 1999

Date of interview	Brought any weapon to school*	
	Yes	No
Before or on April 20, 1999	0.2	0.2
After April 20, 1999	0.3	0.3

*If students responded that they brought a gun, knife, or some other weapon to school, they are considered having "brought any weapon to school."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999.

Appendix A

Technical Notes and Methodology

I. Background of the SCS

Purpose and sponsorship of the survey

Criminal activity at school poses an obvious threat to the safety of students and can act as a significant barrier to the education process. In order to study the relationship between victimization at school and the school environment, and to monitor changes in student experiences with victimization, accurate information regarding its incidence must be collected. Jointly designed by the Department of Education's National Center for Education Statistics and the Department of Justice's Bureau of Justice Statistics, the School Crime Supplement (SCS) was developed to address this data need. Data used to produce this report are available at *http://www.icpsr.umich.edu/*.

Sample design and data collection

Created as an occasional supplement to the annual National Crime Victimization Survey (NCVS), the SCS was fielded in 1989, 1995, and 1999. Plans are to field the SCS every other year, starting with the 1999 collection. The NCVS collects data on the incidence of criminal activity at the household and household member level from a nationally representative sample of households (47,000 households in 1989; 49,000 households in 1995; and 43,000 households in 1999). Households were sampled using a stratified, multistage cluster design.[21]

NCVS interviews were conducted with each household member who was 12 years old or older. Any household member between the ages of 12 and 18 was given an SCS interview, once that respondent's NCVS interview was completed. For the 1989 and 1995 SCS, 19-year-old household members also were given an SCS interview. This upper age range was lowered to 18 for the 1999 SCS because it was determined that most 19-year-olds did not meet the SCS eligibility criteria of being currently enrolled in a secondary school. Only those 12- to 18-year-olds who were in primary or secondary education programs leading to a high school diploma, and who had been enrolled sometime during the 6 months prior to the interview, were administered the 1999 SCS questionnaire.[22] Students who were home schooled were not included.[23]

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[21] For more information regarding the sampling approach used in the NCVS, readers should refer to U.S. Department of Justice (1997).

[22] In order to facilitate comparisons between the 1995 SCS and the 1999 SCS for this report, 19-year-old respondents were dropped from the 1995 SCS and the data were re-analyzed. There were 116 19-year-olds in the 1995 SCS, accounting for 1.2 percent of the total eligible sample. Respondents who were over 18 were not eligible for the 1999 SCS.

[23] Readers should be aware that those students who were categorized as "other" on the student grade variable (including those who were home schooled) were interviewed for the SCS survey in both 1995 and 1999. They are included in the previously published report based on the 1995 SCS data (Chandler et al. 1998) and are included in the 1995 SCS data for this report as well. However, they are not included in the 1999 SCS data analysis in this report. In 1995, there were 113 such cases (1.0 percent of the eligible sample). In 1999, there were 56 such respondents who were not included in the analysis.

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The SCS questionnaire was designed to record the incidence of crime and criminal activity occurring inside a school, on school grounds, or on a school bus during the 6 months preceding the interview. There were 10,449 SCS interviews completed in 1989, 9,954 in 1995[24] and 8,398 in 1999.

Data were collected by the Department of Commerce's Bureau of the Census. During all three fieldings of the SCS instrument, surveys were conducted between January and June, with one-sixth of the sample being covered each month. Interviews were conducted with the subject student over the telephone or in person. During all 3 years, efforts were made to assure that interviews about student experiences were conducted with the students themselves. However, under certain circumstances, interviews with proxy respondents were accepted. These circumstances included interviews scheduled with a child between the ages of 12 and 13 in which the parents refused to allow an interview with the child, interviews in which the subject child was unavailable during the period of data collection, and interviews in which the child was physically or emotionally unable to answer for him or herself.

Telephone interviews accounted for 5,963 of the 8,398 SCS interviews in 1999, 7,418 of the 9,954 interviews in 1995, and 7,407 of the 10,449 interviews in 1989. Proxy interviews accounted for 659 of the 8,398 interviews in 1999, 363 of the 9,954 interviews in 1995, and 252 of the 10,449 interviews in 1989.

Responses to both the NCVS and SCS are confidential by law. Interviewers are instructed to conduct interviews in privacy unless respondents specifically agree to permit others to be present. Most interviews for the NCVS and SCS are conducted by telephone, and most questions require "yes" or "no" answers, thereby affording respondents a further measure of privacy. By law, identifiable information about respondents may not be disclosed or released to others for any purpose.

The percentage of students whose responses were not ascertained for particular items on the SCS instrument is generally displayed in the figures that illustrate percentage distributions in this report. In some cases, this "Not Ascertained" category pertains to questions in which students were not specifically offered a "Don't Know" response option, but answered the question by saying that they did not know. In other cases, the "Not Ascertained" category indicates cases in which students did not answer the question, either because they were unable to classify their responses within the categories offered or, as a result of their answers to previous questions, they were not asked the question.

Unit and item response rates

Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. In the 1999 SCS, the household completion rate was 93.8 percent. In the 1989 and 1995 SCS, the household completion rates were 96.5 percent, and 95.1 percent, respectively.[25] For the 1999 SCS, the student completion rate was 77.6 percent. In the 1989 and 1995 SCS, the student completion rates were 86.5 percent and 77.5 percent, respectively. Multiplying the household completion rate times the student completion rate produced an overall SCS response rate of 72.8 percent in 1999, 73.7 percent in 1995, and 83.5 percent in 1989.

The rate at which the respondents provide a valid response to a given item is referred to as its item response rate. Item response rates for items used in this report were generally high. Most items were

[24] The numbers and percentages for the 1995 SCS completed interviews, completion rates, and response rates in the following discussion include 19-year-old respondents.

[25] It is assumed that the response rate for households with students between the ages of 12 and 19 (for the 1989 and 1995 SCS) and between the ages of 12 and 18 (for the 1999 SCS) is the same as that of all households. The reported unit response rates are unweighted.

answered by over 95 percent of all eligible respondents. The only exception was the household income question, which was answered by approximately 86.0 percent of all households in 1999 and approximately 90.0 percent of all households for both 1995 and 1989. Income and income-related questions typically have relatively low response rates compared to other items due to their sensitive nature.

II. Notes regarding items used in the report

Differences among the 1989, 1995, and 1999 SCS surveys

Respondents to the SCS were asked two separate sets of questions regarding personal victimization: one set from the NCVS and the other from the SCS questionnaires. The NCVS victimization questions include information on up to seven separate incidents of victimization reported by respondents to the NCVS. These questions covered several different dimensions of victimization including the nature of each incident, where it occurred, what losses resulted, etc. The initial report, based on the 1989 SCS, relied on the National Crime Survey (NCS) items to develop incident rates (Bastian and Taylor 1991). In 1992, the NCS was redesigned and renamed the NCVS. Because of the redesign, subsequent victimization estimates from the 1995 and 1999 SCS cannot be readily compared to the 1989 estimates. For example, the 1995 and 1999 NCVS used a different screening procedure to uncover victimizations than did the 1989 NCVS.

The new screening procedure was meant to elicit a more complete tally of victimization incidents than the one used in the 1989 NCS. For instance, the 1995 and 1999 screener specifically asked whether respondents had been raped or otherwise sexually assaulted, whereas the 1989 screener did not. Therefore, NCVS item based cross-year changes in reported victimization rates, or lack thereof, may only be the result of changes in how the questions were asked and not of actual changes in the incidence of victimization.[26] There were no modifications to the NCVS screener questions between the 1995 and 1999 SCS.

Because NCVS questionnaires were completed before students were given the SCS questionnaires, it is likely that changes to NCVS victimization screening procedures differentially affected responses to the 1989 SCS when compared to the 1995 and 1999 SCS victimization items. While the assumption is not possible to test, it is nonetheless reasonable to expect that by providing a more detailed victimization screening instrument in the 1995 and 1999 NCVS, respondents in these years had better victimization recall than did 1989 SCS respondents.

Differences between 1995 and 1999 NCVS and SCS items

A second, less detailed set of victimization questions was asked in the SCS. These questions were not modified between 1989 and 1995 and formed the basis of the victimization section in *Students' Reports of School Crime: 1989 and 1995* (Chandler et al. 1998). In both 1989 and 1995, respondents were asked to provide information about victimization incidents on the SCS that included those already reported in the main NCVS questionnaire. Thus, the victimization prevalence rates for those years were based on SCS data alone. However, the SCS victimization questions were changed in 1999 to specifically ask respondents only to provide information about incidents not previously reported in the main NCVS questionnaire. This means that, unlike prior SCS analyses, in 1999 the prevalence of victimization was calculated by including incidents reported by students on both the NCVS and SCS portions of the instrument. This change allows for a more comprehensive picture of victimizations occurring at school.

[26] For more details about this issue, readers should refer to Kinderman, Lynch, and Cantor (1997).

In the SCS portion of the survey, students were first asked whether they had experienced any additional incidents at school besides those they had already reported in the NCVS portion of the interview. Those who responded "yes," that they had experienced an additional victimization, were then asked a series of follow-up questions intended to categorize the victimization as either a violent or a property victimization (see appendix D for exact question wording).

However, for 105 sample cases, students who responded "yes" to the first question on the SCS were not categorized using the follow-up questions. In other words, they indicated that one or more additional incidents had happened to them at school, but the experience they had was not allocated to either the violent or property categories. This may have occurred because these students were unable to classify their experiences within the categories specified on the instrument or because they were not asked the questions.

Of these 105 students, 5 were found to have already reported one or more victimizations on the NCVS portion of the interview, so they were already included in the count of any and violent or property victimization from that source. The remaining 100 cases, then, were those students who had not reported a victimization on the NCVS but did answer "yes" when they were asked whether any additional incidents had happened to them at school on the SCS. These students were included in the total count for any victimization (since they had, indeed, been victimized at school), but they were not allocated to either the violent or property categories in the analyses presented in this report because they did not answer the appropriate follow-up questions.

If these 100 unallocated cases were removed from the analysis, the 12.2 percent of students who reported any form of victimization in 1999 would drop to 10.9 percent. It is likely that, if these unallocated SCS victimizations could be classified as either violent or property, they would distribute in a fashion similar to those SCS victimizations that were allocated (43 percent violent and 57 percent property); thus the percentages for violent and property victimizations would actually be higher than reported here (4.0 percent and 7.7 percent, respectively).

It is important to note that respondents who report victimizations in the main NCVS questionnaire are asked detailed follow-up questions about the victimization, while those who report incidents in the SCS questionnaire are not. Examples of the detailed NCVS questions are contained in the "Characteristics of School Victimizations" section of the report, and include whether the victimizations were reported to police, the reasons why they were not reported, the time of day the victimization occurred, and the location in the school building where the victimization occurred.

Additional changes were made in the 1999 SCS. Prior to this year, in 1989 and 1995, students were asked only how easy or hard it was to obtain alcohol or particular drugs at school. In 1999, for the first time, students were asked about alcohol or drugs at school in two parts. They were first asked whether it was possible to obtain alcohol or certain drugs at school. If it was possible to obtain alcohol or a certain drug, they were then asked about the degree of difficulty in obtaining it.[27]

Moreover, in 1999, the SCS reworded questions about respondents bringing weapons to school. Specifically, students were asked about only guns and knives in the 1999 SCS, while the 1995 SCS asked about other types of weapons as well (such as mace or pepper spray and sticks, clubs or bats). The 1999 SCS also covered topics not previously included, such as the use of hate-related words, the presence of hate-related graffiti, and the prevalence of bullying at school.

For the 1995 SCS, only those students who said that they knew another student who brought a gun to school went on to answer whether they actually saw another student with a gun at school. For the 1999

[27] See appendix D for exact question wording for 1995 and 1999 SCS instruments.

SCS, all respondents were asked both of these questions. Therefore, in order to facilitate comparisons between the 2 years for this report, those 1999 respondents who reported that they saw another student with a gun were counted only if they had first reported that they knew another student with a gun at school.

Derived variables

Several variables used in this report were derived by combining information from two or more questions in the 1999 SCS and NCVS questionnaires.

The variable **violent victimization** was derived by combining "yes" responses to the SCS questions concerning violent victimization with the NCVS violent victimizations that occurred at school, on school property, or while the respondent was traveling to or from school in the previous 6 months. The SCS items include questions 19c(1), 19c(2), and 19c(3), which asked students whether they had experienced an assault, a threat of assault, or robbery. The NCVS items were those coded as a violent victimization, based on the type of crime code associated with each victimization. A positive response to any form of violent victimization was coded a violent victimization. Finally, using data from both questionnaires, a dichotomy was created indicating that the respondent had either experienced violent victimization or had not.

The variable **property victimization** was derived by combining "yes" responses to the SCS question concerning property victimization (question 19c(4)), which asked students if an item had been stolen from their desk or locker at school, with the NCVS property victimizations that occurred at school, on school property, or while the respondent was traveling to or from school in the previous 6 months. Again, a dichotomy was created indicating that the respondent had either experienced property victimization or had not.

The variable **any victimization** was derived by combining the students' reported violent and property victimizations in the previous 6 months. If the student responded "yes" to either 19a or 19b on the SCS or reported a violent or property victimization at school on the NCVS, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is counted only once under any victimization. A dichotomy was then created that indicated the respondent had either experienced victimization or had not.

The dichotomous variable **brought any weapon at school** was derived by combining students' affirmative responses to carrying a gun, knife, or other weapon to school for protection in the previous 6 months (questions 27a through 27c in the SCS questionnaire). If a respondent said "yes" to any of these three questions, he or she was counted as bringing any weapon to school, and compared to those respondents who either answered "no" or did not answer.

The dichotomous item **drug availability** also was derived. Students were asked whether it was possible to obtain marijuana, crack, cocaine, uppers/downers, LSD, PCP, heroin, or other illegal drugs at school (questions 17a items (b) through (i) in the SCS questionnaire). If the students reported that any of these were possible to obtain, they were counted as believing drugs were available, and compared to those respondents who either answered "no" or did not answer.

The final derived variable, **student's race/ethnicity**, was a combination of two variables (both from the NCVS but included on the SCS files). The first question asked the race of the student and the second asked whether or not the student was of Hispanic origin. Respondents who answered "yes" to the second question were counted as Hispanic. Students who said they were White or Black, but not of Hispanic origin were counted as White, non-Hispanic or Black, non-Hispanic. Those of other racial/ethnic groups who were not Hispanic were counted as Other, non-Hispanic.

III. Weighting and statistical analysis procedures

Weighting

The purpose of the SCS data is to make inferences about the 12- to 18-year-old student population. Before such inferences can be drawn, it is important to adjust or weight the sample of students to assure that they are similar to the entire population in this age group. The weights used in this report are a combination of household-level and person-level adjustment factors. In the NCVS, adjustments were made to account for both household and person non-interviews. Additional factors were then applied to reduce the variance of the estimate by correcting for the differences between the sample distribution of age, race, and sex, and known population distributions of these characteristics. The resulting weights were assigned to all interviewed households and persons on the file.

A special weighting adjustment was then performed for the SCS respondents. A non-interview adjustment factor was computed to adjust for SCS interview non-response. This non-interview factor was then applied to the NCVS person-level weight for each SCS respondent. In addition, the SCS weight was adjusted to account for the time respondents have been in the sample, which includes those respondents who are both incoming to the sample and continuing in the sample. Incoming respondents have not been interviewed previously for the NCVS, while continuing respondents have received at least one iteration of the interview.

Standard errors

The sample of students selected for each SCS is just one of many possible samples that could have been selected. It is possible that estimates from a given SCS student sample may differ from estimates that would have been produced from other student samples. This type of variability is called sampling error, or the standard error, because it arises from using a sample of students rather than all students.

The standard error is a measure of the variability of a parameter estimate. It indicates how much variation there is in the population of possible estimates of a parameter for a given sample size. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent, and that the difference would be less than 1.96 standard errors, about 95 percent. Standard errors for the percentage estimates are presented in the appendix tables.

Standard errors are typically developed assuming that the sample is drawn purely at random. The sample for the SCS was not a simple random sample, however. Calculation of the standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. To estimate the statistics and standard errors, this report used the Taylor series approximation method using PSU and strata variables available from the data set.[28]

Another way in which standard errors can be calculated is by using generalized variance function (gvf) constant parameters. The gvf represents the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique.[29] The three constant parameters (a, b, and c) derived from the curve fitting process are provided below for those who prefer to use this alternative method of calculating standard errors:

[28] Further information about the Taylor series approximation method can be found in Wolter (1985).

[29] A more detailed description of the generalized variance function constant parameters developed for the NCVS and SCS can be found in U.S. Department of Justice (1997).

Year	a	b	c
1989	0.00001559	3,108	0.000
1995[10]	-0.00006269	2,278	1.804
1999	-0.00026646	2,579	2.826

To adjust the standard errors associated with percentages, the following formula is used:

$$\text{standard error of } p = \sqrt{\frac{bp(1.0-p)}{y} + \frac{cp(\sqrt{p}-p)}{\sqrt{y}}}$$

where p is the percentage of interest expressed as a proportion and y is the size of the population to which the percentage applies. Once the standard error of the proportion is estimated, it needs to be multiplied by 100 to make it applicable to the percentage.

To calculate the adjusted standard errors associated with population counts, the following applies:

$$\text{standard error of } x = \sqrt{ax^2 + bx + cx^{3/2}}$$

where x is the estimated number of students who experienced a given event (e.g., violent victimization).

Statistical tests

For the most part, statistical tests done for this report rely on Student's t tests, which are designed to determine if estimates are statistically different from one another. The only exception occurred when student characteristic variables had more than two categories and all of the categories could be rank ordered. These variables were students' grade and household income. When comparing these variables to the variables indicating the substantive topics in this report, trend tests (weighted logistic regressions) were used to estimate strength and direction.

Differences discussed in this report are significant at the 95 percent confidence interval or higher. Where a lack of difference is noted, the significance of the difference is below this threshold. Differences between pairs of estimated percentages were tested using the Student's t statistic. This t statistic can be used to test the likelihood that the differences between the two estimates are larger than would be expected simply due to sampling error.

To compare the difference between two independent percentage estimates, Student's t is calculated as:

$$t = \frac{p_1 - p_2}{\sqrt{se_1^2 + se_2^2}}$$

where p_1 and p_2 are the estimated percentages to be compared and se_1 and se_2 are their corresponding adjusted standard errors.

As the number of comparisons on the same set of data increases, the likelihood that the t value for one or more of the comparisons will exceed 1.96 simply due to sampling error increases. For a single comparison, there is a 5 percent chance that the t value will exceed 1.96 due to sampling error. For five tests, the risk of getting at least one t value over 1.96 due to sampling error increases to 23 percent. To compensate for the

[10] The parameters for 1995 remain the same whether 19-year-olds are included in the eligible sample or not, since the smaller sample size produces a smaller base "y" that is part of the standard error formula.

problem when making multiple comparisons on the same set of data, Bonferroni adjustments are made.

Bonferroni adjustments essentially deflate the alpha value needed to obtain a given confidence interval. Bonferroni adjustment factors are determined by establishing the number of comparisons that could be made for a given set of data. The alpha value for a given level of confidence is then divided by the number of possible comparisons. The resulting alpha level is then compared to the table of t statistics to find the t value associated with that alpha level.

The effect of modifying the comparisons to account for standard errors and Bonferroni adjustments is to occasionally make apparent differences statistically not significant. This helps explain why differences of roughly the same magnitude are statistically significant in some instances while not in others.

Logistic regression

In order to test for differences in student responses by ordinal variables such as grade level and household income, weighted logistic regression models were developed in several stages. The variables indicating substantive topics of interest were dichotomized such that students who gave an affirmative response to the indicator being tested (e.g., responding "yes" to knowing another student who brought a gun to school) were coded as ones and all other students were coded as zeros.

The logistic regression models took the following form:

$$Y_i = \beta_1 + \beta_2 X_i + u_i$$

where Y_i is the dependent variable and X_i is the independent variable (β_1 is the intercept term and u_i is the residual term). To assure that particular categories of the independent variable were not given undue weight, the entire equation was weighted by the inverse of the estimated variance of the independent variable in the model as follows:

$$\frac{Y_i}{\hat{\sigma}_i^2} = \frac{\beta_1}{\hat{\sigma}_i^2} + \frac{\beta_2 X_i}{\hat{\sigma}_i^2} + \frac{u_i}{\hat{\sigma}_i^2}$$

where $\hat{\sigma}_i^2$ represents the estimated variance term.

Appendix B

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Appendix C

Glossary of Terms

At school (NCVS)–Inside the school building, on school property (school parking area, play area, school bus, etc.), or on the way to and from school.

At school (SCS)–In the school building, on the school grounds, or on a school bus.

Bullying–Behavior including being picked on or trying to make student do things the student did not want to do (such as give money).

Hate-related graffiti–Hate words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of the school building.

Hate-related words–Derogatory language having to do with race, religion, Hispanic origin, disability, gender, or sexual orientation.

Prevalence–The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person or against his or her property. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

Property victimization (NCVS)–Theft of property from a student's desk, locker, or other locations at school or personal larcenies (such as purse snatching or pick-pocketing).

Property victimization (SCS)–Theft of property from a student's desk or locker.

Rural–A place not located inside a Metropolitan Statistical Area (MSA). This category includes a variety of localities, ranging from sparsely populated rural areas to cities with populations of less than 50,000.

Suburban–A county or counties containing a central city, plus any contiguous counties that are linked socially and economically to the central city.

Urban–The largest city (or grouping of cities) in a MSA.

Violent victimization (NCVS)–Rape, sexual assault, robbery, or assault (includes attempts and threats).

Violent victimization (SCS)–Robbery, assault, or threats to assault.

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Appendix D

1995 and 1999 SCS Questionnaires

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Management Services, Room 2027, Bureau of the Census, Washington, DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.

NOTICE – Your report to the Census Bureau is **confidential** by law (U.S. Code 42, Sections 3789g and 3735). All identifiable information will be used only by persons engaged in and for the purposes of the survey, and may not be disclosed or released to others for any purposes.

Form **SCS-1** (10-28-94)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR THE
BUREAU OF JUSTICE STATISTICS
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY

Sample J____ | **Control number** PSU | Segment | CK | Serial

A. Field representative code 001

B. Respondent Line No. 002 | Age 003 | Name

C. Type of SCS Interview 004
1 ☐ Personal – Self
2 ☐ Telephone – Self
3 ☐ Personal – Proxy
4 ☐ Telephone – Proxy
SKIP to INTRO 1
5 ☐ Noninterview – *FILL ITEM D*

D. Reason for SCS noninterview 005
1 ☐ NCVS noninterview
SCS noninterview
2 ☐ Refused
3 ☐ Not available
4 ☐ Physically or mentally unable and no proxy available

FIELD REPRESENTATIVE – *Read introduction*

INTRO 1 – **Now I have some additional questions about things you experienced at school. These answers will be kept confidential, by v.**

E. SCREEN QUESTIONS FOR SUPPLEMENT

1. Did you attend school at any time during the last six months, that is, any time since _____ 1st? 006
1 ☐ Yes
2 ☐ No – *END INTERVIEW*

2. What grade are you in school? 007
1 ☐ Sixth
2 ☐ Seventh
3 ☐ Eighth
4 ☐ Ninth
5 ☐ Tenth
6 ☐ Eleventh
7 ☐ Twelfth
8 ☐ Other – *Specify* _____
9 ☐ College/GED/Other noneligible – *END INTERVIEW*

3. In what month did your current school year begin? 008
1 ☐ August
2 ☐ September
3 ☐ Other – *Specify* _____

4. Did you attend school for all of the last six months? 009
1 ☐ Yes – *Skip to 6a*
2 ☐ No

5. How many months were you in school during the last six months? 010
1 ☐ One month
2 ☐ Two months
3 ☐ Three months
4 ☐ Four months
5 ☐ Five months

F. ENVIRONMENTAL QUESTIONS

6a. What is the name of your school? Please provide the complete name of the school.
_____
_____
011

6b. In what city, county, and state is your school located?
FIELD REPRESENTATIVE – *Probe, if necessary*
_____ City
012 _____ County
013 _____ State

F. ENVIRONMENTAL QUESTIONS – Continued

7a. Is your school public or private? 014
1 ☐ Public
2 ☐ Private – *SKIP to 7c*

7b. Is this your regularly assigned school or a school that you or your family chose? 015
1 ☐ Assigned
2 ☐ Chosen
3 ☐ Assigned school is school of choice
SKIP to 8

7c. Is the school church-related? 016
1 ☐ Yes
2 ☐ No – *SKIP to 8*
3 ☐ Don't know

7d. Is the school Catholic? 017
1 ☐ Yes, Catholic
2 ☐ No, other religion

8. What grades are taught in your school?

Pre-K or Kindergarten	00
	01
	02
	03
	04
	05
	06
	07
	08
	09
	10
	11
H.S. Senior	12
Post-graduate	13
All ungraded	20
All Special Education	30

Grades:
018 [ ] (lowest)
TO
019 [ ] (highest)

9. How do you get to school most of the time? 020

FIELD REPRESENTATIVE – *If multiple modes are used, code the mode in which the student spends the most time.*

1 ☐ Walk
2 ☐ School bus
3 ☐ Public bus, subway, train
4 ☐ Car
5 ☐ Bicycle, motorbike, or motorcycle
6 ☐ Some other way – *Specify* 7 _____

10. How long does it take you to get from your home to school most of the time? 021
1 ☐ Less than 15 minutes
2 ☐ 15 – 29 minutes
3 ☐ 30 – 44 minutes
4 ☐ 45 – 59 minutes
5 ☐ 60 minutes or longer

11. How do you get home from school most of the time? 022

FIELD REPRESENTATIVE – *If multiple modes are used, code the mode in which the student spends the most time.*

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

1 ☐ Walk
2 ☐ School bus
3 ☐ Public bus, subway, train
4 ☐ Car
5 ☐ Bicycle, motorbike, or motorcycle
6 ☐ Some other way – *Specify* 7 _____

12a. Are most students at your school allowed to leave the school grounds to eat lunch? 023
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

12b. How often do you leave school grounds to eat lunch? 024

(READ CATEGORIES)

1 ☐ **Never**
2 ☐ **Once or twice a year**
3 ☐ **Once or twice a month**
4 ☐ **Once or twice a week**
5 ☐ **Almost every day**

13. In the past six months, have you participated in any extra-curricular school activities? 025
1 ☐ Yes
2 ☐ No

14. Do you spend most of the school day in the same classroom? 026
1 ☐ Yes
2 ☐ No

FORM SCS-1 (10.28.94) Page 2

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F. ENVIRONMENTAL QUESTIONS – Continued

15. Does your school take any particular measures to ensure the safety of students?

For example, does the school have:

		Yes	No
a. Security guards?	027	1☐	2☐
b. Other school staff supervising the hallway?	028	1☐	2☐
c. Metal detectors?	029	1☐	2☐
d. Locked doors during the day?	030	1☐	2☐
e. A requirement that visitors sign in?	031	1☐	2☐
f. Locker checks?	032	1☐	2☐

16. I am going to read a list of statements that could describe a school. Thinking about your school over the past six months, would you strongly agree, agree, disagree, or strongly disagree with the following...

		Strongly Agree	Agree	Disagree	Strongly Disagree
a. Everyone knows what the school rules are	033	1☐	2☐	3☐	4☐
b. The school rules are fair	034	1☐	2☐	3☐	4☐
c. The punishment for breaking school rules is the same no matter who you are	035	1☐	2☐	3☐	4☐
d. The school rules are strictly enforced	036	1☐	2☐	3☐	4☐
e. If a school rule is broken, students know what kind of punishment will follow	037	1☐	2☐	3☐	4☐

17. Have you attended any drug education classes in your school during the last six months, that is, since _____ 1st? 038

1☐Yes
2☐No
3☐Don't know

18. The following question refers to the availability of drugs and alcohol in school.

Tell me if you don't know what any of these items are.

How easy or hard is it for someone to get the following things at your school?

FIELD REPRESENTATIVE – *For each item ask,*

Is it easy, hard, or impossible to get _____ at your school?

		Easy	Hard	Impossible	DK	DK drug
a. Alcoholic beverages	039	1☐	2☐	3☐	4☐	5☐
b. Marijuana	040	1☐	2☐	3☐	4☐	5☐
c. Crack	041	1☐	2☐	3☐	4☐	5☐
d. Other forms of cocaine	042	1☐	2☐	3☐	4☐	5☐
e. Uppers/downers	043	1☐	2☐	3☐	4☐	5☐
f. LSD	044	1☐	2☐	3☐	4☐	5☐
g. PCP	045	1☐	2☐	3☐	4☐	5☐
h. Heroin	046	1☐	2☐	3☐	4☐	5☐
i. Other illegal drugs	047	1☐	2☐	3☐	4☐	5☐

19. Are there any street gangs at your school? 048

1☐Yes
2☐No
3☐Don't know

G. VICTIMIZATION

FIELD REPRESENTATIVE – *Read Introduction*

INTRO 2 – **The following questions are about crimes that may have happened to you at school. By "at school" we mean in the school building, on the school grounds, or on a school bus. Be sure to include any crimes you may have told me about earlier in this interview.**

20a. During the past six months, that is, since _____ 1st, did anyone take money or things DIRECTLY FROM YOU by force, weapons, or threats at school? 049

1☐Yes
2☐No – *SKIP to 21a*

20b. How many times did this happen during the last six months? 050 ☐☐☐ Number of times

20c. How many of these times was your total loss worth more than $10? 051 ☐☐☐ Number of times

0☐None

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G. VICTIMIZATION – Continued

21a. During the last six months, did anyone steal something from your desk, locker, or some other place at school, (other than any incidents just mentioned)?
052 ☐ 1 Yes ☐ 2 No – *SKIP to 22a*

21b. How many times did this happen during the last six months?
053 ____ Number of times

21c. How many of these times was your total loss worth more than $10?
054 ____ Number of times ☐ 0 None

22a. (Other than the incidents just mentioned,) did anyone physically attack you at school during the last six months?
055 ☐ 1 Yes ☐ 2 No – *SKIP to 23a*

22b. How many times did this happen?
056 ____ Number of times

22c. Did you go to a doctor as a result of (this/any of these) attack(s)?
057 ☐ 1 Yes ☐ 2 No – *SKIP to 22e*

CHECK ITEM A *If attacked only once in 22b, SKIP to question 22e.*

22d. How many times did you receive injuries in any of these attacks at school that led to a visit to the doctor?
058 ____ Number of times

22e. (1) *If 22b is one time, ASK* – **Was that incident an attack or just a fight?**
059 ____ Number of fights ☐ 0 Incident(s) was/were an attack

FIELD REPRESENTATIVE – *If just a fight, enter 001 in the box for number of fights. If an attack, mark box 0.*

(2) *If 22b is more than one, ASK* – **How many of these** *(fill in number from 22b)* **attacks were just fights?**

H. AVOIDANCE

23a. Did you STAY AWAY from any of the following places because you thought someone might attack or harm you there?

(READ CATEGORIES)

		Yes	No
1. The shortest route to school?	060	☐ 1	☐ 2
2. The entrance into the school?	061	☐ 1	☐ 2
3. Any hallways or stairs in school?	062	☐ 1	☐ 2
4. Parts of the school cafeteria?	063	☐ 1	☐ 2
5. Any school restrooms?	064	☐ 1	☐ 2
6. Other places inside the school building?	065	☐ 1	☐ 2
7. School parking lot?	066	☐ 1	☐ 2
8. Other places on school grounds?	067	☐ 1	☐ 2

23b. Did you AVOID extra-curricular activities at your school because you thought someone might attack or harm you?
068 ☐ 1 Yes ☐ 2 No

24. How often are you afraid that someone will attack or harm you at school?
(READ CATEGORIES)
069 ☐ 1 **Never** ☐ 2 **Almost never** ☐ 3 **Sometimes** ☐ 4 **Most of the time**

25. How often are you afraid that someone will attack or harm you on the way to and from school?
(READ CATEGORIES)
070 ☐ 1 **Never** ☐ 2 **Almost never** ☐ 3 **Sometimes** ☐ 4 **Most of the time**

I. WEAPONS

26. During the last six months how often did you bring something to school to protect yourself from being attacked or harmed?
(READ CATEGORIES)

071
1 ☐ **Never** – *SKIP to 27b*
2 ☐ **Almost never**
3 ☐ **Sometimes**
4 ☐ **Most of the time**

27a. Did you bring any of the following to school to protect yourself from being attacked?

		Yes	No
1. Mace or pepper spray	072	1 ☐	2 ☐
2. Stick, club, or bat	073	1 ☐	2 ☐
3. Knife	074	1 ☐	2 ☐
4. Gun	075	1 ☐	2 ☐
5. Something else	076	1 ☐	2 ☐

27b. Do you know any other students who have brought a gun to your school in the last six months?

077
1 ☐ Yes
2 ☐ No – *SKIP to Intro 3*

27c. Have you actually seen another student with a gun at school in the last six months?

078
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

J. GANGS

FIELD REPRESENTATIVE – *Read Introduction*

INTRO 3 – **We'd like to know a little more about any gangs at or around your school. You may know these as street gangs, fighting gangs, crews, or something else. For this survey, we are interested in gangs that may or may not be involved in violent or illegal activity.**

28. Do any of the students at your school belong to a street gang?

079
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

29. What about gangs that don't have members attending your school ... have any of those gangs come around your school in the past six months?

080
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

CHECK ITEM B *Is Item 28 or Item 29 marked "Yes?"*

☐ Yes
☐ No – *SKIP to Check Item C*

30. How do you know street gangs exist? Do gangs or gang members:
(READ CATEGORIES)

		Yes	No	Don't know
a. Have a name?	081	1 ☐	2 ☐	3 ☐
b. Have a recognized leader?	082	1 ☐	2 ☐	3 ☐
c. Have their own territory or turf?	083	1 ☐	2 ☐	3 ☐
d. Tag or mark turf with graffiti?	084	1 ☐	2 ☐	3 ☐
e. Commit violent acts?	085	1 ☐	2 ☐	3 ☐
f. Spend time with other members of the gang?	086	1 ☐	2 ☐	3 ☐
g. Wear clothing or other items to identify their gang membership?	087	1 ☐	2 ☐	3 ☐
h. Have tatoos?	088	1 ☐	2 ☐	3 ☐

31. How often have street gangs been involved in fights, attacks or violence at your school in the past six months?
(READ CATEGORIES 1–5)

089
1 ☐ **Never**
2 ☐ **Once or twice in the six months**
3 ☐ **Once or twice a month**
4 ☐ **Once or twice a week, or**
5 ☐ **Almost every day?**
6 ☐ Don't know

32. Have street gangs been involved in the sale of drugs at your school in the past six months?

090
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

33. Have any street gang members brought guns to your school in the past six months?

091
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

J. GANGS – Continued

CHECK ITEM C

Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview, ask –

Was an adult member of the household or family present during at least part of the questions?

092

1 ☐ Personal interview – No adult present
2 ☐ Personal interview – Adult present
3 ☐ Telephone interview – No adult present
4 ☐ Telephone interview – Adult present
8 ☐ Telephone interview – Don't Know

CHECK ITEM D

Is this the last household member to be interviewed?

☐ Yes – *END SUPPLEMENT*
☐ No – *Interview next household member*

NOTES

ASK OF ALL PERSONS 12–18.

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Management Services, Room 2027, Bureau of the Census, Washington, DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.

NOTICE – Your report to the Census Bureau is **confidential** by law (U.S. Code 42, Sections 3789g and 3735). All identifiable information will be used only by persons engaged in and for the purposes of the survey, and may not be disclosed or released to others for any purposes.

FORM **SCS-1** (11-5-98)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR THE
BUREAU OF JUSTICE STATISTICS
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY 1999

Sample J____ | **Control number** PSU | Segment | CK | Serial

A. FR code 001

B. Respondent Line No. 002 | Age 003 | Name

FIELD REPRESENTATIVE – *Complete an SCS-1 form for all persons 12 – 18 in all interviewed households even when that person is a Type Z noninterview. Do NOT complete an SCS for persons 12 – 18 if the household is a Type A.*

C. Type of SCS Interview

004
1 ☐ Personal – Self
2 ☐ Telephone – Self
3 ☐ Personal – Proxy
4 ☐ Telephone – Proxy
} *SKIP to INTRO 1*
5 ☐ Noninterview – *FILL ITEM D*

D. Reason for SCS noninterview

005
1 ☐ Type Z noninterview on NCVS

SCS noninterview
2 ☐ Refused
3 ☐ Not available
4 ☐ Physically or mentally unable and no proxy available

FIELD REPRESENTATIVE – *Read introduction*

INTRO 1 – **Now I have some additional questions about things you experienced at school. These answers will be kept confidential, by law.**

E. SCREEN QUESTIONS FOR SUPPLEMENT

1a. Did you attend school at any time during the last 6 months, that is, any time since _____ 1st?

006
1 ☐ Yes
2 ☐ No – *END INTERVIEW*

1b. Was all of that home schooling?

007
1 ☐ Yes – *END INTERVIEW*
2 ☐ No

2. What grade are you in school?

008
1 ☐ Sixth
2 ☐ Seventh
3 ☐ Eighth
4 ☐ Ninth
5 ☐ Tenth
6 ☐ Eleventh
7 ☐ Twelfth
8 ☐ Other – *Specify* _____
9 ☐ College/GED/Other noneligible – *END INTERVIEW*

3. In what month did your current school year begin?

009
1 ☐ August
2 ☐ September
3 ☐ Other – *Specify* _____

4. Did you attend school for all of the last 6 months?

010
1 ☐ Yes – *SKIP to 6a*
2 ☐ No

5. How many months were you in school during the last 6 months?

011
1 ☐ One month
2 ☐ Two months
3 ☐ Three months
4 ☐ Four months
5 ☐ Five months

F. ENVIRONMENTAL QUESTIONS

6a. What is the name of your school? Please provide the complete name of the school.

012

6b. In what city, county, and state is your school located?

FIELD REPRESENTATIVE – *Probe, if necessary*

013 _____ City
014 _____ County
015 _____ State

F. ENVIRONMENTAL QUESTIONS – Continued

7a. Is your school public or private? 016
1 ☐ Public
2 ☐ Private – *SKIP to 7c*

7b. Is this your regularly assigned school or a school that you or your family chose? 017
1 ☐ Assigned
2 ☐ Chosen
3 ☐ Assigned school is school of choice
} *SKIP to 8*

7c. Is the school church-related? 018
1 ☐ Yes
2 ☐ No – *SKIP to 8*
3 ☐ Don't know

7d. Is the school Catholic? 019
1 ☐ Yes, Catholic
2 ☐ No, other religion

8. What grades are taught in your school?

Pre-K or Kindergarten	00	
	01	
	02	
	03	
	04	
	05	
	06	
	07	
	08	
	09	
	10	
	11	
	12	H.S. Senior
	13	Post-graduate
	20	All ungraded
	30	All Special Education

Grades:
020 [ ] (lowest)
TO
021 [ ] (highest)

9. How do you get to school most of the time? 022

FIELD REPRESENTATIVE – *If multiple modes are used, code the mode in which the student spends the most time.*

1 ☐ Walk
2 ☐ School bus
3 ☐ Public bus, subway, train
4 ☐ Car
5 ☐ Bicycle, motorbike, or motorcycle
6 ☐ Some other way – *Specify* ➶ _____

10. How long does it take you to get from your home to school most of the time? 023
1 ☐ Less than 15 minutes
2 ☐ 15 – 29 minutes
3 ☐ 30 – 44 minutes
4 ☐ 45 – 59 minutes
5 ☐ 60 minutes or longer

11. How do you get home from school most of the time? 024

FIELD REPRESENTATIVE – *If multiple modes are used, code the mode in which the student spends the most time.*

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

1 ☐ Walk
2 ☐ School bus
3 ☐ Public bus, subway, train
4 ☐ Car
5 ☐ Bicycle, motorbike, or motorcycle
6 ☐ Some other way – *Specify* ➶ _____

12a. Are most students at your school allowed to leave the school grounds to eat lunch? 025
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

12b. How often do you leave school grounds to eat lunch? 026

(READ CATEGORIES)

1 ☐ **Never**
2 ☐ **Once or twice a year**
3 ☐ **Once or twice a month**
4 ☐ **Once or twice a week**
5 ☐ **Almost every day**

13. In the last 6 months, have you participated in any extra-curricular school activities? 027
1 ☐ Yes
2 ☐ No

FORM SCS-1 (11-5-98)

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F. ENVIRONMENTAL QUESTIONS – Continued

14. Does your school take any particular measures to ensure the safety of students?

For example, does the school have:

		Yes	No
a. Security guards and/or assigned police officers?	028	1☐	2☐
b. Other school staff or other adults supervising the hallway?	029	1☐	2☐
c. Metal detectors?	030	1☐	2☐
d. Locked entrance or exit doors during the day?	031	1☐	2☐
e. A requirement that visitors sign in?	032	1☐	2☐
f. Locker checks?	033	1☐	2☐

15. I am going to read a list of statements that could describe a school. Thinking about your school over the last 6 months, would you strongly agree, agree, disagree, or strongly disagree with the following...

		Strongly Agree	Agree	Disagree	Strongly Disagree
a. Everyone knows what the school rules are	034	1☐	2☐	3☐	4☐
b. The school rules are fair	035	1☐	2☐	3☐	4☐
c. The punishment for breaking school rules is the same no matter who you are	036	1☐	2☐	3☐	4☐
d. The school rules are strictly enforced	037	1☐	2☐	3☐	4☐
e. If a school rule is broken, students know what kind of punishment will follow	038	1☐	2☐	3☐	4☐

16. Have you attended any drug education classes in your school during the last 6 months, that is, since _____ 1st? 039

1☐Yes
2☐No
3☐Don't know

17a. The following question refers to the availability of drugs and alcohol at your school.

Tell me if you don't know what any of these items are.

FIELD REPRESENTATIVE – *For each item ask,*

Is it possible to get _____ at your school?

		Yes	No	DK	DK drug
a. Alcoholic beverages	040	1☐	2☐	3☐	4☐
b. Marijuana	041	1☐	2☐	3☐	4☐
c. Crack	042	1☐	2☐	3☐	4☐
d. Other forms of cocaine	043	1☐	2☐	3☐	4☐
e. Uppers/downers	044	1☐	2☐	3☐	4☐
f. LSD	045	1☐	2☐	3☐	4☐
g. PCP	046	1☐	2☐	3☐	4☐
h. Heroin	047	1☐	2☐	3☐	4☐
i. Other illegal drugs – *If "Yes" is marked, ASK* – **What drugs?**	048	1☐	2☐	3☐	4☐

Specify _____

FIELD REPRESENTATIVE – *Refer to Drug Slang Cards (SCS-2a and SCS-2b). Reclassify the "other illegal drug(s)" to one of the categories a-h if possible. If able to reclassify the drug(s) mentioned, mark the "No" box in category i, otherwise, mark the "Yes" box in category i and enter the "other illegal drug(s)" mentioned in the Specify space.*

17b. FIELD REPRESENTATIVE – *For each YES response in 17a ask the drug, otherwise check NA*

Would you say _____ (is/are) easy, fairly easy, fairly hard, or hard to get at your school?

		Easy	Fairly Easy	Fairly Hard	Hard	NA
a. Alcoholic beverages	049	1☐	2☐	3☐	4☐	5☐
b. Marijuana	050	1☐	2☐	3☐	4☐	5☐
c. Crack	051	1☐	2☐	3☐	4☐	5☐
d. Other forms of cocaine	052	1☐	2☐	3☐	4☐	5☐
e. Uppers/downers	053	1☐	2☐	3☐	4☐	5☐
f. LSD	054	1☐	2☐	3☐	4☐	5☐
g. PCP	055	1☐	2☐	3☐	4☐	5☐
h. Heroin	056	1☐	2☐	3☐	4☐	5☐
i. Other illegal drugs	057	1☐	2☐	3☐	4☐	5☐

18. Are there any street gangs at your school? 058

1☐Yes
2☐No
3☐Don't know

FORM SCS-1 (11-5-98)

G. VICTIMIZATION, BULLYING AND HATE CRIME

CHECK ITEM A Were any NCVS-2 incident reports completed for this respondent?

☐Yes – *Ask 19a*
☐No – *SKIP to 19b*

19a. **In the first part of this interview, you told me about crimes that happened to you in the last 6 months, whether in school or not in school. Here, the focus is on crimes that happened to you at school. By "at school," we mean in the school building, on school grounds, or on a school bus. Besides the incident(s) that you already told me about, did anyone attack, threaten to attack, or take something directly from you by force or threats, or steal something from your desk or locker at school in the last 6 months, that is, since _____ 1st?**

059 ₁☐Yes – *SKIP to 19c*
₂☐No – *SKIP to 20*

19b. **In the first part of this interview, we asked you about crimes that happened in the last 6 months, whether in school or not in school. Here, the focus is on crimes that happened to you at school. By "at school," we mean in the school building, on school grounds, or on a school bus. Did anyone attack, threaten to attack, or take something directly from you by force or threats, or steal something from your desk or locker at school in the last 6 months, that is, since _____ 1st?**

060 ₁☐Yes – *SKIP to 19c*
₂☐No – *SKIP to 20*

19c. **What happened? Did someone –**

		Yes	No
1. Attack you?	061	₁☐	₂☐
2. Threaten to attack you?	062	₁☐	₂☐
3. Take something directly from you by force or threats?	063	₁☐	₂☐
OR			
4. Steal something from your desk or locker at school?	064	₁☐	₂☐

FIELD REPRESENTATIVE –*If "Yes" is marked in 19a or 19b, there must be at least one "Yes" box marked in 19c. If all "No" boxes are marked, go back and verify that 19a OR 19b is marked correctly. Reask 19a OR 19b, and 19c if necessary.*

20. **(Besides anything that happened in the incidents you just told me about), during the last 6 months, has anyone called you a derogatory or bad name at school having to do with race, religion, Hispanic origin, disability, gender, or sexual orientation? We call these hate-related words.**

065 ₁☐Yes
₂☐No

21. **During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building ?**

066 ₁☐Yes
₂☐No

22. **During the last 6 months, have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you didn't want to do like give them money? You may include incidents you reported before.**

067 ₁☐Yes
₂☐No

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H. AVOIDANCE

23a. During the last 6 months, that is, since _____ 1st, did you STAY AWAY from any of the following places because you thought someone might attack or harm you there?

(READ CATEGORIES)

		Yes	No
1. The shortest route to school?	068	1☐	2☐
2. The entrance into the school?	069	1☐	2☐
3. Any hallways or stairs in school?	070	1☐	2☐
4. Parts of the school cafeteria?	071	1☐	2☐
5. Any school restrooms?	072	1☐	2☐
6. Other places inside the school building?	073	1☐	2☐
7. School parking lot?	074	1☐	2☐
8. Other places on school grounds?	075	1☐	2☐

23b. Did you AVOID extra-curricular activities at your school because you thought someone might attack or harm you? 076 — 1☐Yes 2☐No

23c. Did you AVOID any classes because you thought someone might attack or harm you? 077 — 1☐Yes 2☐No

23d. Did you stay home from school because you thought someone might attack or harm you at school, or going to or from school? 078 — 1☐Yes 2☐No

24. How often are you afraid that someone will attack or harm you at school?

(READ CATEGORIES)

079 — 1☐**Never** 2☐**Almost never** 3☐**Sometimes** 4☐**Most of the time**

25. How often are you afraid that someone will attack or harm you on the way to and from school?

(READ CATEGORIES)

080 — 1☐**Never** 2☐**Almost never** 3☐**Sometimes** 4☐**Most of the time**

26. Besides the times you are at school, or going to or from school, how often are you afraid that someone will attack or harm you?

(READ CATEGORIES)

081 — 1☐**Never** 2☐**Almost never** 3☐**Sometimes** 4☐**Most of the time**

I. WEAPONS

27a. Some people bring guns, knives or objects that can be used as weapons to school for protection. During the last 6 months, that is, since _____ 1st, did you ever bring a gun to school or onto school grounds? 082 — 1☐Yes 2☐No

27b. During the last 6 months, that is, since _____ 1st, did you ever bring a knife to school or onto school grounds? Include only knives brought as weapons. 083 — 1☐Yes 2☐No

27c. During the last 6 months, that is, since _____ 1st, did you ever bring some other weapon to school or onto school grounds? 084 — 1☐Yes 2☐No

28a. Do you know any (other) students who have brought a gun to your school in the last 6 months? 085 — 1☐Yes 2☐No

28b. Have you actually seen another student with a gun at school in the last 6 months? 086 — 1☐Yes 2☐No 3☐Don't know

J. GANGS

FIELD REPRESENTATIVE – *Read Introduction*

INTRO 2 – **We'd like to know a little more about any gangs at or around your school. You may know these as street gangs, fighting gangs, crews, or something else. For this survey, we are interested in any gangs that may or may not be involved in violent or illegal activity.**

29. Do any of the students at your school belong to a gang?

087
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

30. What about gangs that don't have members attending your school ... have any of those gangs come around your school in the last 6 months?

088
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

CHECK ITEM B *Is either Item 29 OR Item 30 marked "Yes?"*

☐ Yes
☐ No – *SKIP to Check Item C*

31. How often have gangs been involved in fights, attacks or other violence at your school in the last 6 months?

(READ CATEGORIES 1–5)

089
1 ☐ **Never**
2 ☐ **Once or twice in the last 6 months**
3 ☐ **Once or twice a month**
4 ☐ **Once or twice a week, or**
5 ☐ **Almost every day**
6 ☐ Don't know

32. Have gangs been involved in the sale of drugs at your school in the last 6 months?

090
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

CHECK ITEM C Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?

If not sure or if a telephone interview, ask –

Was an adult member of the household or family present during at least part of these questions?

091
1 ☐ **Personal interview** – No adult present
2 ☐ **Personal interview** – Adult present
3 ☐ **Telephone interview** – No adult present
4 ☐ **Telephone interview** – Adult present
5 ☐ **Telephone interview** – Don't know

CHECK ITEM D Is this the last household member to be interviewed?

☐ Yes – *END SUPPLEMENT*
☐ No – *Interview next household member*

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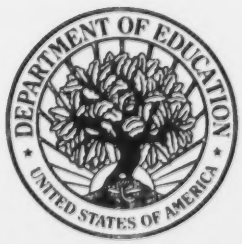

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